

91/102  
c

91/102  
c



















Regional Oral History Office  
The Bancroft Library

University of California  
Berkeley, California

University History Series

Arleigh Williams

DEAN OF STUDENTS ARLEIGH WILLIAMS:

THE FREE SPEECH MOVEMENT AND THE SIX YEARS WAR, 1964-1970

With Introductions by  
Ray Colvig  
and  
Frank Thatcher, Jr.

Interviews Conducted by  
Germaine LaBerge

1988 and 1989

Since 1954 the Regional Oral History Office has been interviewing leading participants in or well-placed witnesses to major events in the development of Northern California, the West, and the Nation. Oral history is a modern research technique involving an interviewee and an informed interviewer in spontaneous conversation. The taped record is transcribed, lightly edited for continuity and clarity, and reviewed by the interviewee. The resulting manuscript is typed in final form, indexed, bound with photographs and illustrative materials, and placed in The Bancroft Library at the University of California, Berkeley, and other research collections for scholarly use. Because it is primary material, oral history is not intended to present the final, verified, or complete narrative of events. It is a spoken account, offered by the interviewee in response to questioning, and as such it is reflective, partisan, deeply involved, and irreplaceable.

\*\*\*\*\*

All uses of this manuscript are covered by a legal agreement, dated May 22, 1989, between the University of California and Arleigh Williams. The manuscript is thereby made available for research purposes. All literary rights in the manuscript, including the right to publish, are reserved to The Bancroft Library of the University of California, Berkeley. No part of the manuscript may be quoted for publication without the written permission of the Director of The Bancroft Library of the University of California, Berkeley.

Request for permission to quote for publication should be addressed to the Regional Oral History Office, 486 Library, University of California, Berkeley 94720, and should include identification of the specific passages to be quoted, anticipated use of the passages, and identification of the user. The legal agreement with Arleigh Williams requires that he be notified of the request and allowed thirty days in which to respond.

It is recommended that this oral history be cited as follows:

Arleigh Williams, "Dean of Students  
Arleigh Williams: The Free Speech  
Movement and the Six Years' War, 1964-  
1970," an oral history conducted in 1988  
and 1989 by Germaine LaBerge, The Regional  
Oral History Office, The Bancroft Library,  
University of California, Berkeley, 1990.

Copy No. \_\_\_\_\_



ARLEIGH WILLIAMS

1979

*Photograph by Benjamin Ailes*



Cataloging Information

WILLIAMS, Arleigh (b. 1912)

Dean of Students

Dean of Students Arleigh Williams: The Free Speech Movement and the Six Years War, 1964-1970.

1990, xv, 329 pp.

Childhood and athletics in Stirling City, Sacramento, and Oakland; education, U.C. Berkeley, 1931-1935; teacher, coach, and dean of boys at Richmond High School; naval duty during World War II; dean of men and coach at the College of Marin; return to U.C. Berkeley 1957-1976: director of student activities for the ASUC, dean of men, dean of students, vice chancellor for student affairs; the Free Speech Movement; anti-Vietnam protests and People's Park; role of athletics; retirement in Cayucos. Interview with Ruth and Arleigh Williams: family perspective on campus turbulence and student personnel work.

Introductions by Frank Thatcher, Jr. and Ray Colvig, Public Information Officer, UC Berkeley.

Interviewed 1988 and 1989 by Germaine LaBerge for the University History Series. The Regional Oral History Office, The Bancroft Library, University of California, Berkeley.





DONORS TO  
THE ARLEIGH WILLIAMS ORAL HISTORY PROJECT

We undertook this project with great enthusiasm because of the many contributions Arleigh Williams has made to his University and the many lives he has touched. We sincerely thank the donors for their generous gifts and words of encouragement. It has been both a pleasure and a privilege to have been part of this effort. -- Ann Flinn, Roger Samuelsen

Elliott and Christine Alexander  
Don and Mudge Allin  
Lee Altschuler  
Anne Carleton Andrade  
William M. Archer  
William L. Argo  
Robert and Lynda Balzan  
Jack and Peggy Bannister  
Kenneth and Donna Barnes  
Marvin Baron  
Richard Beahrs  
William and Shirley Biggerstaff  
Thomas C. Blaisdell  
Bud and Molly Blue  
William B. Boyd  
Elton Brombacher  
John and Gretchen Brooke  
Ad and June Brugger  
Ed and Nita Byrne  
Russell A. Calkins  
Gus and Wanda Castro  
Paul Clymer  
Margaret Willet Collins  
Stephen H. and Bari Bradner Cornet  
Frances M. Davis  
Keith R. and Lynn M. Davis  
Lloyd and Betty Davis  
Sylvan V. Endich  
Ivor and Edele de Kirby  
Ralph B. Dewey  
James W. & Patricia L. Dieterich Jr.  
Edward O. and Jean H. Donald  
Maxine L. DuCoty  
Ralph L. Edwards  
Harold J. Eifert  
Wallace G. Elliott  
Dick and Jan Erickson  
Bob and Carol Evans  
David and Ann Flinn  
Walter J. Fogarty, Jr.  
Paul T. and Vicky K. Friedman  
Hal and Wilna Fulkerson  
Gordon and Nina Wynne Furth  
Margaret M. Gates  
Jerry J. Goldstein  
Robert D. Haas

Dick and Mary Hafner  
Ella B. Hagar  
Wiles Hallock  
James D. Hart  
Kay Hartshorn  
Claude and Mildred Haven  
Richard and Helen Hay  
Ed and Lucille Hendricks  
Harry N. Hensler  
Jack and Barbara Herrero  
Roger and Esther Heyns  
Philip J. Horowitz  
Bill and Pat Hughes  
Joe and Kay Jevons  
Edward Johannessen  
Ed and Fran Jorgensen  
Bob and Betty Kerley  
James R. Kidder  
Robert J. Klitgaard  
Adrian A. Kragen  
Anne Holtwick Kuritsubo  
Weido and Rose Lancione  
John E. Landon  
Allen P. Leggett  
Carol Leggett  
Jim and Jean Lemmon  
Mel Levine  
Larry and Rosemary Lindsey  
Gort Lindsley and Peter Lindsley  
Saul Madfes  
Dave Maggard  
Steven B. and Iona Main  
Tom and Jean McBride  
Stan and Beth McCaffrey  
Ronald Sheldon Mester  
Ruth E. Moeller  
Jane D. Moorman  
Andrea J. Morgan  
Sherrill D. Morgan  
Kaz Moriguchi  
George and Beverly Murphy  
Lynn H. Nakada  
Barbara Nilmeier  
Bill and Carol Orchison  
Clayton Orr  
Charles F. Palmer

Peter and Wattsie Panella  
Alceste T. Pappas  
Robert L. Peters  
Harry and Lenore Pieper  
Jill Q. Porter  
Harvey Powelson  
Emily R. Reed  
Maria M. Rogers  
Warren A. Rouse  
Claude and Calena Samples  
Roger and Jeane Samuelsen  
Henry and Mary Joan Schacht  
Glenn and Helen Seaborg  
Bertha B. Sharp  
Barbara Shaw  
Procter and Betty Shelley  
Rose Marie Shepard  
Scott and Gretchen Sherman  
Sanford Skaggs  
Louise Skain  
Forrest and Martha Smith  
Joe and Marie Smith  
Mike Smith  
Chris and Kathy Snyder  
Paul and Eugenia Snyder  
Redmond C. Staats  
David B. Starkweather  
Peter and Anne Steiner  
Robert A. Stettler  
Bill Stricklin  
Hazel E. Sutton  
Neil Taxy  
Nancy T. Taylor  
Wakefield and Carmel Taylor  
Frank and Echo Thatcher, Jr.  
John Trager  
W.D. (Bruce) Trager  
Hube and Emily Transue  
Forrest and Dottie Tregoe  
Brian R. Van Camp  
Peter and Betty Jane Van Houten  
Diane de Kirby Vantuno  
Bernice Vierra  
Susan Wakefield  
Sheridan and Betsey Warrick  
Leone H. Weaver  
Barbara A. Wickhorst  
Arleigh T. Williams, Jr.  
David B. and Patricia C. Williams  
Linda R. Williams  
Ruth L. Williams  
Wallace S. and Peggy W. Willis  
Chuck and Leona Wilson

TABLE OF CONTENTS -- ARLEIGH WILLIAMS

PREFACE	i
INTRODUCTION by Ray Colvig	iv
INTRODUCTION by Frank Thatcher, Jr.	viii
INTERVIEW HISTORY	x
BIOGRAPHICAL INFORMATION	xiv
I FAMILY BACKGROUND AND EDUCATION	1
Childhood in Chico, Stirling City, and Sacramento	1
Adolescence in Oakland	5
American Legion Baseball Team; World Series, 1928	9
Undergraduate Years at CAL, 1931-1935	13
Early Influences	15
Aside on Childhood in Sacramento	17
Other Experiences at CAL	18
Role of Athletics	22
Marriage to Ruth Louise Willett, 1935	23
II EARLY PROFESSIONAL LIFE, 1935-1957	25
Richmond High School	25
World War II	27
Postwar Homecoming	30
College of Marin	31
Graduate Work	34
III DIRECTOR OF STUDENT ACTIVITIES FOR ASUC, 1957-59	36
Recruitment	36
Scope of Duties	37
Cal Band to the World's Fair	38
Pom Pom Girls to Basketball Tournament	40
Noontime Speakers: Madame Nhu and Walter Gordon	41
Structure of the ASUC: Director of Activities	43
Director of Publications	46
Director of Athletics	48
Function of the ASUC	51
ASUC Presidents: Roger Samuelson, Bill Stricklin, George Link	52
Forrest Tregea, Executive Director	57
Brian Van Camp and Cal-in-the-Capitol	58
Other Issues in the ASUC	60

IV	DEAN OF MEN, 1959-1966	63
	Recruitment and Responsibilities	63
	Silver Anniversary All-America Award from <u>Sports Illustrated</u> , 1959	65
	Extra University Service and Committees	66
	What's Cooking in the Deanery?	70
	Responsibilities of the Dean of Men	74
	Housing for Students	77
	Foreign Students' Office	79
	The Dean's Philosophy	79
	Disciplinary Procedures	82
	The Function of the University	85
V	THE FREE SPEECH MOVEMENT, 1964	88
	Beginnings	88
	Working with Dean of Students Katherine Towle	92
	Events of the Fall, 1964	94
	President Clark Kerr's Involvement	95
	Chancellor Ed Strong's Role	98
	Kerr's Speech at UC-Davis, May 1964	100
	Trial Before the Heyman Committee, October 1964	101
	Letter to Chancellor Ed Strong	102
	Possibility of Resigning	105
	First Sproul Hall Sit-in, September-October 1964	107
	Mario Savio and Escalation of the Conflict	112
	December Sit-ins	115
	Faculty Resolution, December 8, 1964	116
	Rules and Regulations	118
	The Bancroft Strip Problem	119
	Legality of the Rules	122
	Free Speech Movement Profile	124
	Recommendations to the Heyman Committee, 1964	125
	Time, Place, and Manner Rules	127
	More on the Faculty Resolution, December 1964	127
VI	DEAN OF STUDENTS, 1966-1970	130
	Report on Campus Unrest, 1964-1970	130
	Governor Reagan's First Regents' Meeting: Firing of Clark Kerr, January 1967	134
	Chancellor Roger Heyns	138
	Bombing of Callaghan Hall, February 1968	140
	Eldridge Cleaver	141
	Invasion of Moses Hall, October 23, 1968	142
	The Vietnam Issue	144
	Vice Chancellor Bill Boyd	145
	Orientations	146
	Dean of Students' Office Programs	147
	Destruction of Wheeler Auditorium, 1969	150
	Ethnic Studies	151
	People's Park, 1969 and 1989	152

VII	ISSUES IN ATHLETICS	154
	Bob Presley and the Basketball Team	154
	Coaching, from a Personal Standpoint	156
	Recruiting Violations in Football and Track	158
	Women's Intercollegiate Athletics	162
VIII	MORE ON THE DEAN OF STUDENTS' OFFICE	164
	Academic Senate	164
	People's Park, 1969 and 1989	165
	Expanding the Dean of Students' Office	169
	The Physically Disabled Students' Program	171
	National Association of Student Personnel and the Western Deans	172
	Transition from Dean of Men to Dean of Students	174
IX	VICE CHANCELLOR FOR STUDENT AFFAIRS, 1970-76	176
	Transition	176
	Childcare	178
	Counseling Center	180
	Learning Center	183
	Difference in Emphasis on Graduate and Undergraduate Students	185
	Faculty Role	186
	Lessons of the FSM	188
	Albert Bowker and the Chancellor's Role	191
	The University's Relationship with the Community	192
	Mrs. Williams' Role	195
	Frank Thatcher	196
	Harvey Powelson and the Issue of Drugs	197
	<u>The Daily Californian</u>	199
	Student Handbook	200
	Disciplinary Responsibilities	201
	Affirmative Action and Childcare	202
	YMCA and YWCA	203
	Recruitment and Orientation	205
	Volunteer Activities	206
X	RETIREMENT IN CAYUCOS	208
	Decision Process	208
	Transition Process	211
	Retirement Party	212
	INTERVIEW WITH RUTH WILLIAMS AND ARLEIGH WILLIAMS	214
XI	THE FREE SPEECH MOVEMENT IN PERSPECTIVE	214
	Family Reflections	214
	Faculty Wives' Response	219
	Response to Students	221
	TAPE GUIDE	224
	APPENDIX	226
	INDEX	289



LIST OF ILLUSTRATIONS

Frontispiece

Childhood Photos . . . . .	2a
The Athletic Years . . . . .	14b
World War II . . . . .	28a
The Williams Children. . . . .	105a
Arleigh and Ruth . . . . .	213a





## PREFACE

When President Robert Gordon Sproul proposed that the Regents of the University of California establish a Regional Oral History Office, he was eager to have the office document both the University's history and its impact on the state. The Regents established the office in 1954, "to tape record the memoirs of persons who have contributed significantly to the history of California and the West," thus embracing President Sproul's vision and expanding its scope.

Administratively, the new program at Berkeley was placed within the library, but the budget line was direct to the Office of the President. An Academic Senate committee served as executive. In the more than three decades that followed, the program has grown in scope and personnel, and has taken its place as a division of The Bancroft Library, the University's manuscript and rare books Library. The essential purpose of the office, however, remains as it was in the beginning: to document the movers and shakers of California and the West, and to give special attention to those who have strong and often continuing links to the University of California.

The Regional Oral History Office at Berkeley is the oldest such entity within the University system, and the University History series is the Regional Oral History Office's longest established series of memoirs. That series documents the institutional history of the University. It captures the flavor of incidents, events, personalities, and details that formal records cannot reach. It traces the contributions of graduates and faculty members, officers and staff in the statewide arena, and reveals the ways the University and the community have learned to deal with each other over time.

The University History series provides background in two areas. First is the external setting, the ways the University stimulates, serves, and responds to the community through research, publication, and the education of generalists and specialists. The other is the internal history that binds together University participants from a variety of eras and specialties, and reminds them of interests in common. For faculty, staff, and alumni, the University History memoirs serve as reminders of the work of predecessors, and foster a sense of responsibility toward those who will join the University in years to come. For those who are interviewed, the memoirs present a chance to express perceptions about the University and its role, and to offer one's own legacy of memories to the University itself.

The University History series over the years has enjoyed financial support from a variety of sources. These include alumni groups and individuals, members of particular industries and those involved in specific subject fields, campus departments, administrative units and special groups, as well as grants and private gifts. Some examples follow.

Professor Walton Bean, with the aid of Verne A. Stadtman, Centennial Editor, conducted a number of significant oral history memoirs in cooperation with the University's Centennial History Project (1968). More recently, the Women's Faculty Club supported a series on the club and its members in order to preserve insights into the role of women in the faculty, in research areas, and in administrative fields. Guided by Richard Erickson, the Alumni Association has supported a variety of interviews, including those with Ida Sproul, wife of the President; athletic coaches Clint Evans and Brutus Hamilton; and alumnus Jean Carter Witter.

The California Wine Industry Series reached to the University campus by featuring Professors Maynard A. Amerine and William V. Cruess, among others. Regent Elinor Heller was interviewed in the series on California Women Political Leaders, with support from the National Endowment for the Humanities; her oral history included an extensive discussion of her years with the University through interviews funded by her family's gift to the University.

On campus, the Friends of the East Asiatic Library and the UC Berkeley Foundation supported the memoir of Elizabeth Huff, the Library's founder; the Water Resources Center provided for the interviews of Professors Percy H. McGaughey, Sidney T. Harding, and Wilfred Langelier. Their own academic units and friends joined to contribute for such memoirists as Dean Ewald T. Grether, Business Administration; Professor Garff Wilson, Public Ceremonies; Regents' Secretary Marjorie Woolman; and Dean Morrrough P. O'Brien, Engineering.

As the class gift on their 50th Anniversary, the Class of 1931 endowed an oral history series titled "The University of California, Source of Community Leaders." These interviews will reflect President Sproul's vision by encompassing leadership both state- and nationwide, as well as in special fields, and will include memoirists from the University's alumni, faculty members, and administrators. The first oral histories focused on President Sproul himself. Interviews with 34 key individuals dealt with his career from student years in the early 1900s through his term as the University's 11th President, from 1930 to 1958.

More recently, University President David Pierpont Gardner has shown his interest in and support for oral histories, as a result of his own views and in harmony with President Sproul's original intent. The University History memoirs continue to document the life of the University and to link its community more closely--Regents, alumni, faculty, staff members, and students. Through these oral history interviews, the University keeps its own history alive, along with the flavor of irreplaceable personal memories, experiences, and perceptions.

A full list of completed memoirs and those in process in the series is included in this volume.

The Regional Oral History Office is under the administrative supervision of Professor James D. Hart, the Director of The Bancroft Library.

Willa K. Baum  
Division Head  
Regional Oral History Office

Harriet Nathan  
Project Head  
University History Series

9 November 1987  
Regional Oral History Office  
Room 486 The Bancroft Library  
University of California  
Berkeley, California



## INTRODUCTION by Ray Colvig

Arleigh Williams and I first got acquainted in a serious way when both of us were facing our first crisis as new administrators on the Berkeley campus. It was the fall of 1959. Arleigh had been Dean of Men for less than four months; I had just become Science Writer and Assistant Manager at Public Information. With our superiors both away at a U.C. Regents' meeting in Los Angeles, word came that a student was at Cowell Hospital with a major kidney ailment--and that the cause was almost surely a fraternity hazing. Newspapers were already calling.

At a meeting in the dean's office, the atmosphere was heavy with the sense of new responsibilities--and of the dangers that lurked in making wrong decisions or inappropriate statements. I remember quick impressions of a man with unusual strength, integrity, and compassion. But I also remember that there were long silences, and that the words then seemed to come very slowly. I was used to rapid-fire exchanges that marked many news interviews. Was this man perhaps indecisive? Could he deal with reporters and all the others who would demand answers and actions?

Gradually, I realized that Arleigh Williams was that rare person who could achieve a self-disciplined calm during a crisis. His style was to think--and think hard--before he spoke. What had looked as though it might be a liability in a public man came to be recognized as an excellent quality that others would do well to emulate.

During that brief (and solvable) crisis in 1959, neither Arleigh nor I could have guessed at the far bigger upheavals that would occur at our campus over the next decade and a half. When Arleigh retired in 1976, an Oakland Tribune reporter quoted my comment that "he was probably the one person who was on the job more of the time during more of those years than anyone else." Presidents, chancellors, vice chancellors and other deans had come and gone, and Arleigh himself had been handed a variety of jobs and titles. But his service to the campus was always far larger than any of the jobs he performed. He was Berkeley's last Dean of Students--a job for a generalist that was divided among many specialists--and it is especially fitting that in retirement he has all-time recognition as Dean of Students, Emeritus. If that suggests a fatherly role, it was certainly on the mind of Chancellor Albert Bowker when he presented Cal's highest honor at the time, the Berkeley Citation, at a grand retirement event in 1976:

The qualities which have made Arleigh a father figure were manifest early. In his boyhood, his playmates looked up to him as a leader. In his senior year at Cal, his fellow football players elected him their captain. Later on, in his own household and then at the College of Marin, he continued to exert his fatherly magic and thus he brightened and enriched the lives of those around him. His

partner, Ruth--whom he still admiringly calls 'my bride'--has always given him the support, the loyalty, and the love which have made the partnership enduring and fruitful.

Among some 450 persons who gathered for the retirement banquet in Pauley Ballroom were nine presidents of the Associated Students of the University of California (ASUC) who served in the years from 1957 to 1976. Eight others sent enthusiastic messages. But probably the most surprising moment of the event came with the introduction of Mrs. Emily Davis, then about 80 and living in Hawaii. As Miss Campbell, she had been Arleigh's fifth grade teacher in Sacramento and had introduced him to soccer, track, baseball, and basketball. Miss Campbell had imparted a zeal, Arleigh recalled, "tempered always with love and wisdom," and there were memories of selling tickets (to raise funds for sports equipment and clothing) and of stuffing paper into soccer shoes when they were too large.

Arleigh Williams was born October 27, 1912, in Chico. After childhood years in Sacramento, he attended Oakland Technical High School and graduated in 1930. He was president of the senior class and of the student body; was named to the Honor Society; played football and baseball--and his baseball team won a national championship and played in Yankee Stadium.

An undergraduate at Cal from 1930 until 1935, Arleigh was elected to Phi Delta Kappa (Educational Honor Society), Sigma Alpha (Physical Education Honor Society), and the Order of the Golden Bear. Also, he was elected Permanent President of the Class of 1935, and he won an Andy Smith scholarship and the Jake Gimbel Award. He played varsity baseball and football, and in football was elected team captain for 1934 and won All American honors as an outstanding halfback. (Twenty-seven years later, in 1961, he won Sports Illustrated's all-time All American award for service to education and young people.)

For Arleigh, 1935 was a rather big year: graduation from Cal with a degree in physical education; marriage to Ruth Louise Willett (a Cal graduate from the year earlier); and first job as a physical education teacher and coach at Richmond Union High School. (Later, Arleigh would return for graduate studies at Cal, earning a master's degree in education in 1946 and continuing part-time in graduate studies until 1952. Eventually, also, the Williamses would have three children--Arleigh Jr., David, and Linda, and by 1989 would be grandparents of four.)

Arleigh remained at Richmond High School until 1941, serving in the years after 1937 as Dean of Boys and physiology teacher. In 1942, before he entered wartime service, he was Chief Probation Officer for Contra Costa County. Then, in the U.S. Navy for the remainder of World War II and until 1946, he served in anti-submarine warfare in both the Atlantic and Pacific and was Gunnery Officer and Navigation Officer aboard a destroyer escort.

After the war, Arleigh served at College of Marin from 1946 to 1957--in the first six years as Dean of Men, Director of Athletics,

Coach (Baseball and football), and Instructor in Men's Hygiene; then as Dean of Men and Director of Guidance.

In 1957, Arleigh came to Berkeley to be Director of Student Activities at the ASUC. In that role, he provided leadership and guidance to student groups in all activities (except athletics and publications). In 1969, as he said in a letter several years later, he "was in the right place at the right time to be appointed Dean of Men." President Clark Kerr recommended to the Regents that Arleigh be appointed Associate Dean of Students and Dean of Men effective July 1, 1959, at a salary of \$11,500. Wrote Kerr: "Mr. Williams seems to be an exceptionally fine choice for this key position for the Berkeley campus; his background and personality render him uniquely qualified to further efforts of the Berkeley administration to provide a student environment of distinction." The Regents approved the appointment on May 15.

When Arleigh Williams joined the University, the handling of student matters had recently been drawn into a higher level of administrative decision-making. Traditionally, the Dean of Students had been the top officer, except for academic matters, and had recommended policies as well as looking after student's welfare and behavior. That changed with a reorganization of campus governance brought about by changing times. Although the students of the 1950s would be known as the "silent generation," there were actually profound changes from the atmosphere of the immediate post-war years, when the returning veterans set a more mature style of study and living, to the exploding excesses of the "panty raids" and the stirring threats of political protest. As Kerr left the Chancellorship in 1958 to become U.C. President, he created the new position of Vice Chancellor for Student Affairs. First to be appointed was Alex C. Sherriffs, then an Associate Professor of Psychology.

Arleigh Williams was Dean of Men from 1959 to 1966. In 1965, while Arleigh was still in that post, Dean of Students Katherine Towle chose to retire (in the aftermath of the Free Speech Movement) and Arleigh became Acting Dean of Students. He was Dean of Students from 1966 to 1970; then Assistant Vice Chancellor for Student Affairs from 1970 until his retirement in 1976. For shorter periods, to "put out fires," he served as Executive Director of the ASUC and Acting Director of Intercollegiate Athletics. The events and impressions during 17 years of active service in the Berkeley campus administration form the subject of the Williams' oral history memoir.

Although Arleigh Williams never served in the top post in student affairs, I think of him much like Judge Learned Hand, who never was appointed to the Supreme Court. Justice Hand, most would agree, had greater influence in shaping the law and our understanding of it than many who served in higher posts. Likewise, Arleigh Williams, regardless of the title he might hold, has shown how one person can make a difference. Having said that, I would hasten to add that Arleigh is not some kind of saint. His ability to make a difference in his time and in the lives of others is not due to some superhuman qualities that set him apart. Rather, it is that his own humanity connects to each of us in the company of many thousands who have known and admired him.

In a retirement profile of Arleigh, the Oakland Tribune commented that "the University of California has lost the best 'point man' it ever had." Williams, the article added, was "one of the few to emerge from the turbulent student revolution of the 1960s having retained the trust of students and administrators alike."

The Berkeley Gazette, in an editorial, said he was "a pillar of stability during the years of tempest on campus. And his understanding and compassion have helped many students during his long university career.... Arleigh exemplified the qualities of reason and kindness in a way that is all too rare."

Chancellor Bowker, presenting the Berkeley Citation, emphasized "Arleigh's unique ability to communicate understanding, warmth, and friendship to generations of young people." And, Bowker added, "He has dealt with students patiently, sympathetically, wisely, and helpfully. They, in turn, have responded with admiration, trust, and affection. The campus has been a more personal and humane place because of Arleigh Williams."

Since retirement in 1976, Arleigh and Ruth Williams have lived in Cayucos, San Luis Obispo County, overlooking Estero Bay. But 250 miles has hardly meant a separation from Cal, as the service to alma mater has continued both in person and in spirit. One example has been Arleigh's leadership in the 50-year gift campaign for the Class of 1935--with the result that more than \$300,000 was raised (yielding \$600,000 or more as the endowment matures) to endow the Class of 1935 Chair in Energy. Another example is the series of occasional Arleigh Williams Luncheons, which bring together Arleigh's friends as well as younger administrators to renew acquaintance and to share ideas on applying traditional values in the setting of tough new challenges. And, finally, there is the spirit even when the person is absent. Among older administrators for more than a dozen years, the typical response to the most vexatious problems involving students and many other matters: "If only we had Arleigh Williams back!"

Ray Colvig  
Public Information Officer

November 1989  
Regional Oral History Office  
486 The Bancroft Library  
University of California at Berkeley



## INTRODUCTION by Frank Thatcher, Jr.

I have known Arleigh Williams all my life. His mother and father were close friends of my parents in a small lumber town of Stirling City in Northern California. His father was the head accountant in the office of the Diamond Match Company, a logging operation, and my father was the general superintendent.

We were playing together before we could talk. Then Arleigh's family left Stirling and settled in Sacramento. It was during his school years in Sacramento that he was under the training of a very fine P.E. teacher, Emily Davis. She moved to Hawaii and in meeting her, I learned about Arleigh's early sports program, especially soccer. He had a special talent in this area which later made it possible for him to become a great football player and win a berth on the All-American team in his college years. At that time he was known as a triple threat player--he could run, pass, and kick. He also played safety on defense.

His parents were divorced and Arleigh was placed under the care of his grandmother. I really think that his basic training came from her, a lovable old lady who had high moral standards. She gave Arleigh a lot of love and a sense of personal value. She was a very unusual person and we loved her dearly.

Arleigh's grandmother, aunt and mother moved to Oakland, where my family had lived for several years. It was at Lakeview Grammar School that Arleigh formed a special relationship with several of our friends. Several are still good friends to this day, over 65 years later. Elliot Alexander, president of Enser & Alexander in Sacramento, and Peter Panella, a realtor in San Ramon are among those who shared our early years together.

Arleigh has had his peaks and valleys like all of us but he has managed to make the best of all situations, good and bad. World War II was a very trying period for him and his family. He enlisted when he could very well have received a deferment. He had three small children and his wife, Ruthie, thought he should stay home. I was captured on Wake Island by the Japanese on December 23, 1941 and was released forty-four months later in Niigata. I went to Manila for the War Crimes Trials and missed Arleigh by six days. We finally met again when he was stationed at Treasure Island. I still think he came out to the Pacific to find me and I will always be grateful for his love and support.

I was "best man" at his wedding in Paso Robles in 1935 and he returned the favor by being my best man in April 1946 when I married my childhood sweetheart.

His joys have always been my joys and his sorrows have always been my sorrows. What can I tell you about my very best friend? I could write a book. First, he's very modest; he always gave credit to the other members of the team. He always answered praise by saying the other ten guys made it possible. In football, and in baseball, he had the same answer: "They made me look good."

I am sure some others will respond to Arleigh's accomplishments while a student at Oakland Technical High School. He was a quiet leader in academics and sports. He was head of the student council and class president in his senior year. He was a member of the American Legion baseball team that went to the nationals in his senior year. He was voted a member of the OAL football team as best quarterback.

I attended the College of Marin and after I graduated, Arleigh came to Marin as coach. He was a very good coach and again made many new friends. I tried to remind him of the short period of time most coaches have in this field and hoped he would get into another field. He had three coaches at Cal--Pappy Waldorf, Bill Ingram and one other.

Arleigh did change fields when he returned to Cal as ASUC director of activities in 1957. I don't know the details because he never talked about his experiences during the sixties with the dissidents, like Mario Savio. But this was a very trying time for him and he again found great strength. To this day I believe Mario has a great admiration for the way Arleigh met this severe problem.

As one of his oldest friends I find it difficult to explain what makes Arleigh the kind of person he is. A lot of adjectives come to mind; honest, loyal, faithful, sympathetic, and most of all a great friend, understanding and supportive.

My wife Echo joins me in these recollections and our love for Arleigh and Ruthie. Our lifelong, wonderful friendship with them is one of our greatest blessings.

Frank Thatcher, Jr.

October 17, 1988  
Kailua, Hawaii

## INTERVIEW HISTORY

Peacemaker, mediator, ombudsman, coach, friend--all these describe Arleigh Williams who graced the University of California at Berkeley with his presence for almost twenty years (1957-1976). His recollections of the campus during those years add to our understanding of the University's history and give guideposts to its future.

Arleigh Williams' association with the University began in 1931 when he came to Cal as a freshman. He worked as a playground director for Oakland Parks and Recreation, in addition to clerking at a sporting goods store, to put himself through college; still he managed to win student honors, play halfback for the Bears through three seasons, and catch for the baseball team for two years. He received his B.A. ('35) in physical education and M.A. ('46) in education.

His early professional life was but a preparation for his return to the Berkeley campus in 1957. At Richmond High School, he taught physiology and physical education classes, coached the football and baseball teams, and helped develop a counseling system, as dean of boys. For a short time before World War II, he was chief probation officer for Contra Costa County. After the war, the College of Marin hired Mr. Williams as a football coach; shortly thereafter, he became director of the physical education department, director of guidance, and dean of men. Mr. Williams discusses this background to his return to campus in his recorded interview.

When executive director of the ASUC Bud Hastings recruited Mr. Williams in 1957 to become director of student activities, he responded enthusiastically. It was but a stepping stone to his next position on campus as dean of men. "Becoming the dean of men at the University of California was one of my highest ambitions and hopes." He went on to become dean of students during the heyday of student activism in the late sixties, and assistant vice chancellor for student affairs in the seventies. Arleigh Williams retired in 1976 with the title, Dean of Students, Emeritus.

In each of these roles, Arleigh Williams had a special relationship with students during turbulent times on campus. Various anecdotes he relates--both delightful and troubling--indicate an approach to his job consistent with his approach to his whole life. In a traditional mode, 1959 found him enlisting the aid of his classmate Ralph Edwards to find funding for the California Marching Band's trip to the Brussels World's Fair. Similarly, the Pom-pom girls sought to accompany the men's basketball team to the national championships in Louisville, Kentucky the same year. The cheerleaders did not appear at his campus office to enlist his aid, but traveled through the tunnel to the Williams' home in

Orinda. Mr. Williams not only found a chartered flight for their travels, but also met the returning plane at the Oakland Airport. Were these kinds of tasks a part of his job description? Probably not.

Many people became bitter and disillusioned during the period Mr. Williams calls the "Six Years' War" (1964-70); yet he came away from those years with a great faith and feeling for his fellow man. "I like people, Germaine, and they belonged to me--they were my job." This attitude comes through strongly in his interview. What the interview fails to show, however, are the reactions of students (both protesters and non-protesters) and colleagues, to him. Dick Hafner, who was Public Affairs Officer during the sixties and seventies, offered memories of the dean's style:

Like treating students with trust, respect and honesty. And how the relationships you developed with students, faculty and staff, due to your unyielding integrity, survived even when the events overwhelmed us. I might add in this speech that the way you worked with people was a big reason why the university could resolve its own problems and even help with those bigger ones like the draft and Vietnam and Cambodia.

Throughout it all, Dean Williams dealt with students and administration alike with compassion, understanding, and wisdom. At his retirement dinner, then-Vice Chancellor I. Michael Heyman spoke of Mr. Williams' role during the height of the Free Speech Movement sit-ins and eventual student conduct hearings.

...it was extraordinary to me that you were looked on with affection and trust by the defendant students even in the midst of the hearing. Their trust was an immense tribute. Your testimony was too. You did not trim or evade--which was an enormous temptation.

Mike Smith, a law student during that same period, later commented that Mr. Williams was "an exception to the hard-headed approach in the sixties."

Ten interview sessions were recorded: in 1988, on August 5, August 15, and September 9; in 1989, on February 6, 10, 21, 22, March 16 and 17, and May 22. With the exception of one at the Williams' oceanside home in Cayucos (near San Simeon), all took place in the conference room of The Bancroft Library. Each interview lasted between two and three hours.

Mr. Williams always came prepared for the topics to be discussed, sometimes with notes, charts, and records, many of which are included in the Appendix. For the most part, Mr. Williams was relaxed in recalling events; he spoke deliberately and paused before answering questions. There was concern about the well-being of his colleagues and assessing situations fairly. "I think it would be better to wait until next time. You posed something that is very, very important to me and I think I better start doing some thinking."

At different times, we referred to the 1957 and 1958 issues of the Blue and Gold yearbooks, and to the chronology of events during the Free Speech Movement of 1964-65, published by the California Monthly. As he became more comfortable in speaking about himself, he shared anecdotes which reveal the kind of person he is: visiting students in the infirmary at Cowell Hospital; spending hours to secure legal aid for arrested students; counseling an unmarried student about to become a father; accepting calls and visits at his home at all hours of the day or night.

An important person in his story is Ruth Willett Williams--his wife, constant companion, and confidante of over fifty years. She too, is a Cal graduate ('34) and shares her husband's devotion to the University.

In a retirement letter sent by former Berkeley Chancellor Roger Heyns, he commented on the role of both Arleigh and "Ruthie" Williams:

"An institution that can command the lifelong intelligent devotion of two such able and sensitive people is indeed blessed. Esther and I remember with special appreciation Arleigh's sensitivity, warmth, and calmness. We also remember his courage, good judgment, and enormous integrity. All of these traits were essential during the critical days we shared together. And as for Ruthie, we remember equally fondly her determination, her capacity for understanding others, and her unquenchable spirit. Many people helped to keep the University effective and together during a critical period. No one played a more important part than did the two of you..."

Part way through the interview sessions Mrs. Williams suffered a stroke, causing her to lose full control over her speech. Intensive therapy has aided her recovery. Her health problems affect Mr. Williams deeply; but after a break of only three months, he continues to drive the four hours to Berkeley for interviews and social functions, mostly University-connected.

Mrs. Williams participated in the final interview on May 22, 1989. During their years at Berkeley, she had joined her husband in welcoming students to their home, finding needed items in dorm rooms for hospitalized students and carrying messages for them, and the like. She had been president of the Faculty Wives and involved with the volunteer activities at the Berkeley YWCA. By request, she assessed the Free Speech Movement in an essay, written in 1970, entitled, "Riding Out the Storm." This essay she brought to the final session; with great fortitude, she read her written words, spontaneously adding new comments, and responding to questions. For this effort, we are extremely grateful, as her perspective adds to an understanding of how the University has survived through troubled times.

The recorded interviews were transcribed, edited, and sent to Mr. Williams for approval. He took great care in checking through the transcribed interviews, and added a few minor details. Mr. Williams' story is an important addition to the University History Series of the Regional Oral History Office. Because he was the last person to hold the title "Dean of Students", his reflections offer valuable insights for student affairs officers in years to come. His own work encompassed so many roles and functions that it was divided into several jobs with new titles. He has donated his papers to the University Archives in The Bancroft Library.

The efforts of two people made this interview possible. Roger Samuelsen (UCB, '57; Boalt Hall, '64) was president of the ASUC when Arleigh came back to the University as director of activities; the relationship of student/mentor has grown and developed over the years into a lasting one. Ann Flinn (UCB, '62) was also a student friend of then-Dean of Men; she has remained a close family friend and been an active member of the California Alumni Association. These two persons recognized the importance of recording the oral history of Arleigh Williams and spearheaded the fundraising for the project--contacting over one hundred friends and colleagues of Arleigh Williams, almost all of whom responded. Special thanks to Ann and Roger and to all the donors who made this project come to fruition.

Thanks are due to Ray Colvig, Public Information Officer for the Berkeley campus: he shared his time and his collection of papers, relating to Arleigh Williams and the Free Speech Movement. In addition, Ray's introduction to the completed memoir is a labor of love, as is that of Frank Thatcher, a boyhood friend of Mr. Williams. Thanks to both for their insight and recollections.

On September 20, 1989, we spent the morning reviewing the last section of the transcript. During this time, Mr. Williams spoke by phone with Dave Maggard, the director of Men's Intercollegiate Athletics, who invited the "Old Blue" to view the upcoming Cal-Wisconsin football game from the press box--and he gladly accepted the offer. Then Mr. Williams treated me to lunch at the Men's Faculty Club; I cannot number the people who stopped to welcome him back to campus and inquire after Ruthie. We strolled across campus and parted as he went on to visit yet another former colleague before calling an end to his day. His legacy to the campus community continues.

Germaine LaBerge  
Interviewer/Editor

13 December 1989  
Regional Oral History Office  
486 The Bancroft Library  
University of California at Berkeley

Regional Oral History Office  
Room 486 The Bancroft Library

University of California  
Berkeley, California 94720

BIOGRAPHICAL INFORMATION

(Please write clearly. Use black ink.)

Your full name Arleigh Taber Williams  
 Date of birth 10-27-12 Birthplace Chico, California  
 Father's full name Claude Williams  
 Occupation bookkeeper Birthplace New York state  
 Mother's full name Elsie Myrtle Williams  
 Occupation cashier for Sherman Clay Birthplace California  
 Your spouse Ruth Willett Williams  
 Your children Arleigh, David, Linda

Where did you grow up? Stirling City, Sacramento, Oakland  
 Present community Cayucos, CA  
 Education B.A. in physical education - University of California, Berkeley  
M.A. in counseling psychology, University of California, Berkeley  
 Occupation(s) Coach, teacher of physical education, dean of boys,  
dean of men, dean of students, Teacher of physiology  
 Areas of expertise interest in people - personnel and athletics

Other interests or activities golf, church, U.C. alumni,  
Community work

Organizations in which you are active U.C. Alumni Association

Regional Oral History Office  
Room 486 The Bancroft Library

University of California  
Berkeley, California 94720

BIOGRAPHICAL INFORMATION

(Please write clearly. Use black ink.)

Your full name Ruth Louise Willett Williams  
 Date of birth Nov 14 1912 Birthplace Berkeley  
 Father's full name Harry Sherrill Willett  
 Occupation Educator Birthplace Coransville, Canada  
 Mother's full name Ora Vilae Huston Willett Trader  
 Occupation Educator Birthplace Paso Robles  
 Your spouse Arleigh Taber Williams  
 Your children Arleigh Taber Jr, David Bruce,  
Linda Ruth  
 Where did you grow up? Richmond, Martinez, Paso Robles, Fairfax  
 Present community Cajucos  
 Education Paso Robles Grammar, High School, U.C. Berkeley  
 Occupation(s) Teaching  
 Areas of expertise creative drama  
 Other interests or activities story telling  
 Organizations in which you are active YWCA



## I FAMILY BACKGROUND AND EDUCATION

[Interview 1: August 5, 1988]##

Childhood in Chico, Stirling City, and Sacramento

LaBerge: We're going to start with your family background, your schooling, where you were born.

Williams: That sounds like it's easy--[the assignment.] Perhaps I should start with the experience I had after birth. Born in Chico, California, on October 27, 1912. I don't have much of a memory from that point until about three years later, at which time I moved to Stirling City with my family. Stirling City was a small, very small, lumber town, about 3,600 feet elevation, and occasionally it snowed in winter. The population of the so-called city was probably two to three hundred and no more.

LaBerge: Did you have brothers and sisters?

Williams: No, I was the only one in my family. Mrs. Williams continues to say that I was very spoiled and that's perfectly all right. I agree with her.

LaBerge: What was life like in a small town?

Williams: It was a delightful experience. It couldn't have been better. The one thing that happened was that I came across another fellow who was three years of age. We became lifelong friends. That friendship continues to exist to this day. We couldn't have been in a better place for two wild-eyed kids.

---

##This symbol indicates that a tape or a segment of a tape has begun or ended. For a guide to the tapes see page 224.

Williams: We loved to walk through the woods, which surrounded the so-called city, and to experiment with whatever we wanted to do.

Even though he was my best friend we had some unintended difficulties. His dog got mad at me and bit my cheek. I fell off of a fence which belonged to the Thatcher family and injured my left arm seriously from a spike that was not embedded in the wood.

When I got up on my feet I saw that my mother was running across the street; she picked me up, ran about a quarter of mile or so down to the town-store. Then a lumberjack took me from her and ran to the emergency hospital that Stirling City had, and helped to sew me up. I can still smell the chloroform; I didn't like it then and I don't like it now, but I was most grateful for the anesthesia and the ability of the doctor to patch me up.

LaBerge: Was there any problem with tetanus then?

Williams: No, there wasn't any problem with tetanus, but you bring up an interesting point. Before the arm had healed, I was stung by a bumblebee, and it infected my arm. At that time, I believe that there was some worry about the possibilities of needing an amputation if the infection spread. Fortunately, it didn't.

We did all sorts of things. There were a few fights, or two, along the way. Even though he was the best friend--I think he considered me one too--I got even with him by throwing a hatchet at him and making contact with him. We solved some of our differences that way, but most problems were corrected in a more gentle fashion.

LaBerge: What's your friend's name?

Williams: Frank Thatcher, Jr. We'll come back to him, perhaps, in various times.

LaBerge: Did you go to school in Stirling City?

Williams: We started school in the first grade. It was a three-room school and each of us was in the same room, same teacher--a woman by the name of Miss Miller. We thought she was pretty.

LaBerge: Was this three-room school for the whole city, so there were several ages?

Williams: This was the only school in Stirling. Frank and I were in one room, for first through third grades. The next room was fourth and fifth, then sixth through eighth. We were balanced as well as possible. I suppose, too, that the balance changed from year to year and in reference to the rise or fall in attendance of



*Left:*

"My mother must have liked this picture, but I'm not so sure that I was pleased with it."  
Ca. 1916.

*Below:*

"I don't remember the names of the driver and the guy parking the car.

"I am the bashful one - Frank Thatcher is the tough looking guy - He really needed to be, because when the picture was taken, he discovered that he had his pants on backwards."

Ca. 1916.





Williams: students. I don't know what kind of an education I got from Stirling's school. I enjoyed some of the things we were able to do. But when I transferred later on to Sacramento, I had trouble with the so-called basic subjects. Some place along this timeline my mother divorced my father, and I found myself going to Washington School in Sacramento.

LaBerge: When did you transfer to Sacramento?

Williams: Actually, I went down to Sacramento when I was in the third grade, and sometime before the 1918 flu epidemic. I had a serious time with the flu. I was carried out of town on a stretcher in a snow storm with a prediction that I would not live.

LaBerge: What were the schools like up there? There must have been a difference between a three-room school and the work to be covered.

Williams: Well, it was a beautiful school building in contrast to the one in Stirling City--concrete, two-stories high. The top story was actually a gymnasium room for the school; each class was scheduled for a specific time for open air activities. One of the most important things, I guess, of my life happened to me while I was there. I ran into a woman who was known as Emily Campbell, the fifth grade teacher. Emily was the self-appointed coach of all of the boys' athletics including baseball, basketball, track, and soccer.

LaBerge: Is this person later Mrs. Emily Davis?

Williams: Mrs. Emily Davis.

LaBerge: I'm assuming you became one of her athletes.

Williams: Yes, I was involved in the athletics, and the experience became a very important part of my life. I was a competent athlete; I was quick, well coordinated, and as a result of my life in sports, enjoyed many wonderful experiences and many wonderful friends.

Anyway, we go back to her in this particular moment. We had a ninety-pound soccer team and that ninety-pound soccer team won the city championship four years straight. The last year we played--we once again played for the ninety-pound championship of the city, but an event more than a soccer game excited the city itself. Pathe News--and that's even long before your time--came out to film us. The Pathe News was the news report given in silent film; the film came to Sacramento and was shown at the Senator Theatre. I don't remember how I got ten cents a day for five days straight to be able to go and see that picture, but I

Williams: did. And others were along with me at the same time; we enjoyed ourselves. I've never seen anything like it before and I don't think we saw anything like it after that.

LaBerge: Was this film of you playing soccer?

Williams: Yes. Pathe News liked us. Emily was a beautiful person. She had a great love for young people, and an intense feeling--or desire to help them learn to do things for themselves. Also, and in return, she was given a great deal of love and support. And Emily Davis did come to our retirement in 1976.

LaBerge: I think I read that in a newspaper clipping. Was that a surprise to you that she came?

Williams: Yes, it was a very pleasant surprise, but as much as we might credit it to Frank Thatcher we would be giving an honor to the wrong man. This surprise and thrill belongs to another person. He is Tootie Zarzora of Sacramento. Tootie and I were on the same soccer team for four years. It is true that Frank Thatcher called from Honolulu during the banquet, and I loved him for it, but Tootie beat him to the draw. He and his wife brought Emily to the banquet from Sacramento.

LaBerge: Why don't we go back to Stirling City?

Williams: Yes. Well, Stirling City was a very wonderful place for me and for any young man, who had in him the youngster who'd like to travel throughout the woods and explore his environment. I loved it. I still dream about that experience. For the most part, it was a happy one, but it ended with sadness.

My mother and father divorced. Suddenly, after that I went with her to Sacramento to be with her sister and her mother. She went to work. Her sister--my aunt--and her mother were the ones who nurtured me and mothered me throughout the years for the next six years when I was in Sacramento.

LaBerge: What are the names of your aunt and your grandmother?

Williams: The aunt was Myrtle Taber, and my grandmother's name, at that particular time, was Melvilla Hale.

LaBerge: So you all lived together in the same house?

Williams: Yes.

LaBerge: So you moved to Sacramento when you were about six?

Williams: About six.

LaBerge: What kind of work did your mother have?

Williams: Well, she was working for Sherman Clay and I think her job was primarily bookkeeping, record-keeping.

LaBerge: How did your life change as far as the kinds of things you played? Or what you were able to do when you moved up from the woods of Stirling City to Sacramento?

Williams: I left Stirling City, and the separation of my parents was difficult for me to take. I missed my dad. But I think that I was able to be helped over that stage by my aunt, Myrtle Tabor. She was a wise lady, and I took advantage of that, and it meant a great deal to me. The difference in things that we did in Stirling indicated—well, not indicated, but...Up in the mountains, I could select independently what I wanted to do. In Sacramento, I think that I began to obtain my first group experience, and that lasted about four years.

#### Adolescence in Oakland

LaBerge: One of the groups being the soccer team?

Williams: Yes, we sought one another. Baseball was a part of the group, and we met frequently in the evening to be with Emily. She lived five blocks from where we lived.

That life continued with my aunt and with my grandmother for about another six years.

At that time my mother got another job in Oakland, and it was also with Sherman Clay. Prior to that time, I've forgotten to tell you about summer vacations. I used to go down to Oakland to my paternal grandmother's home and her sister, and my father and my paternal uncle.

LaBerge: Can you give me their names?

Williams: Yes. Their names--my grandmother was Clara Williams; her sister was Flora Lobell; my father was Claude Williams; and my uncle was Harold Williams.

LaBerge: What would you do in the summers when you came down to Oakland to visit?

Williams: Well, my uncle liked baseball and I liked baseball. We had an asphalt street in front of the house, and we had a couple of gloves and a ball and we played catch frequently. Sometimes I

Williams: was able to go to Alameda to a place called Neptune Beach, swimming pools and some other programs that were available to young people.

I loved my father, but I never saw much of him after my mother and father divorced. My father was not always consistent. He was apparently an extremely sensitive person, which I think ultimately led to his going away from the family and being away from the family for some time. He was a very sensitive man, capable particularly in voice. I was told many times by his mother that he performed on the legitimate stage. Reportedly, he was proud of me during my athletic career, but I never saw him before or after a game.

My grandmother and my great-aunt told me that "one of these days you will be a student at the University of California." They were an inspiration, or the beginning of the inspiration, to get me to this institution. In fact, they were so determined that this was going to happen and to prove it we went on a streetcar ride from East Oakland to Berkeley; and then the three of us climbed up the hill behind the stadium where the big "C" was, to make sure that I carved my initials in that symbol and to be able to get a little bit more of the desire to come to Berkeley. They kept the inspiration before me for years. I was most thankful that I was able to support their belief and their encouragement, and was fortunately able to have them with me when I graduated from the University, and also continued to be able to pay that dividend in lots of ways after the graduation from the University.

LaBerge: Could you say more about the big "C" and what it is?

Williams: It's a concrete big "C", golden "C". Gosh, this was in the early twenties; it continued to exist even until I came back to the University as an employee. It was a symbol that encouraged rivalry between Cal and Stanford [University]. During the fall it was important to be able to maintain the gold on it and prevent Stanford from painting it red. That was just one of the traditions of the ASUC [Associated Students of the University of California] that may have gone out the window in the early sixties.

LaBerge: Did someone remove it or what happened to it?

Williams: No, no. It is still there. I'm not saying that right. Just the spirit that it engendered may have gone into other activities. Students weren't nearly as interested; it was more sophomoric, perhaps, than they wanted at that particular time. I will be surprised if the tradition ever comes back, but that was something we enjoyed.



LaBerge: Well, there seems to be something else now, the axe. The winner of the game keeps the axe for one year.

Williams: The axe came after the big "C". That's true. And it is good. That is really used at Big Game time, so that at least one team becomes happy for one year.

Not long after--let me put it the other way around. I don't think I got to our moving to Oakland, is that right?

LaBerge: No, and also, I don't have your mother's name.

Williams: Yes, Elsie M. Williams.

LaBerge: You were just talking about when you'd come down to Oakland during the summers.

Williams: I was in the seventh grade and Mother got another job, still Sherman Clay, in Oakland. We left together so she would be able to take the job. I, on the trip down, requested to her to let me live with my dad. I had a feeling and the need to be able to be with him, since I had not been able to be with him very much after the divorce. She said, "OK."

So that brought me back to my grandmother's home and starting school in Oakland. That became quite an important chapter in my life, from my standpoint. I will be immodest; I was a good athlete.

LaBerge: I know that from all the clippings that I've read.

Williams: And also had, for some reason, some God-given abilities and leadership sufficient to enable me to be called upon to take a leadership role or assist. Fortunately, I had at least the basic intelligence to be able to earn the academic requirements to enable me to come into the University.

LaBerge: Where did you go to junior high in Oakland?

Williams: I went to junior high at Lakeview. That brings back Frank Thatcher, Jr. into the picture. I had not been able to be with him for a long time, for many years, and I learned that he was at Lakeview Junior High School. So I went over to see him and where he lived. I went over and called upon him and we got together again. It was a big thrill for me, even though I was absolutely amazed when I saw him wearing a wristwatch on his ankle. The style didn't last long. That didn't leave me too much; I accepted him and he accepted me, so it was fine. I should have gone to Woodrow Wilson Junior High School, which was

Williams: nearer our home and I was in that district. But when I found out Frank Thatcher was in Lakeview I was going to walk across town to make sure I could get together with him.

LaBerge: Was that easy to transfer, as far as Oakland School District was concerned?

Williams: I don't know just exactly how I got away with it. I was never asked. I think they must have accepted me on the basis that "he is a student and there's room so it's all right that we let him be a student in the school." It was a good experience. Teaching was the best I'd enjoyed up to that time. Talk about expansion of our friendship, not only Frank Thatcher but several others; in the meantime, a group of us [Peter Panella, Elliott Alexander, Jack Thaler] got together and continued that relationship through high school and also most of the University.

LaBerge: Were there particular teachers or other adults that were influential?

Williams: No, there weren't in this instance. I beg your pardon; I will go back on that. There was a teacher who was also interested in the athletic programs and particularly in football and crew in Lakeside Park. He was a manual training teacher; he was the coach primarily in football. There was a woman by the name of Miss Pope who filled in the gaps and developed the other teams. There was an emphasis upon track, emphasis on football and, I guess, on physical education in general, but not nearly as tense as it was in Sacramento among the things that we did.

LaBerge: Which sports were you involved in, in junior high?

Williams: All of them.

LaBerge: Football and track, as many as you can play? Basketball?

Williams: Well, I had a little difficulty finding the hoop in basketball. I was considered to be a pretty good playmaker but I couldn't shoot baskets to save my soul. I'd like to try it over again; but it's not possible.

From there I started Oakland Tech [Oakland Technical High School].

LaBerge: Did Frank Thatcher go on to Oakland Tech also?

Williams: Frank Thatcher went on to Oakland Tech. We got, again, the full athletic program: football, basketball, crew. Again, we were very successful on the regattas on Lake Merritt. Big whale boats that we were able to paddle in well enough.

LaBerge: Did you practice on Lake Merritt, too?

Williams: Oh, yes. We got up early in the morning; and we would get over there, I guess, sometimes around six o'clock, to be able to practice and then get to class. Football and baseball became my particular sports and emphasis in the high school program. It was at that time, too, that two very important people came into my life. One was Al Kyte: he was the baseball and basketball coach. And the other one is Leroy Sharp. I looked up to them as father figures and men that inspired me, and, I think, they contributed much to my belief that working with students can be one of the best occupations that I could experience. I attribute much to them for permitting me to do so.

American Legion Baseball Team; World Series, 1928

LaBerge: Was Leroy Sharp a coach?

Williams: Leroy Sharp was a coach, and Al Kyte was a coach. Also Lee Bissett, Maury Roach, and Pop Williamson. During the end of my sophomore year in high school baseball, the American Legion started a national--

##

Williams: --baseball program on a national basis. Leroy Sharp was selected to be the coach for an Oakland team if an Oakland team could be developed. So they called for players to turn out for practice at Fremont High School, which was at the other end of the town. Over a hundred of us competed for a position; fourteen of us were selected. We won the championship in Oakland, the state championship in Los Angeles, the regional championship in Oakland-- that was Arizona and Nevada--the western championship in Denver and the world's championship in Chicago. We played our final games in Comiskey Park.

LaBerge: That must have been a thrill.

Williams: That was a great thrill! That was a great thrill.

We returned to Oakland and school after our World Series. We were here for a couple of weeks and then we again went back, by train. We had to sleep two in a bunk. We went to New York City to see the first games of the World Series, which involved the New York Yankees and St. Louis Cardinals.

LaBerge: Was this in Yankee Stadium?

Williams: Yankee Stadium. The game was held up for a presentation to us at the home plate of Yankee Stadium. In the meantime, Babe Ruth and Lou Gehrig and a few others were cooling their heels to get rid of these kids so they can play a baseball game. The Yankees took two games in New York, and then we went to St. Louis. In addition to the presentation at home plate--the home plate was really a presentation of a seventeen-jewel Elgin watch by [Kenesaw Mountain] Landis, who was the famous historical commissioner of baseball. Then we went to St. Louis. We had the seats just behind the Yankee dugout. New York, of course, took four straight so that was the end of the series. We didn't have the chance, or opportunity to be there for all seven. Babe Ruth's home runs on the last day of the series in St. Louis' Sportsman Park were exciting.

Then we came back to Oakland and settled down, feted in the local area. It was pretty heavy stuff, but we survived it, and I think we survived it all right. But we did miss a lot of school. I think I missed around six weeks, seven weeks of school during the program and I had to cut down a bit.

LaBerge: Sometimes those kinds of experiences are more educational.

Williams: I wouldn't trade it at all. It was a great experience. It was a great experience because of the quality of a man Leroy Sharp was. It was a great experience because of the quality of people that we saw. A fellow by the name of Dan Sowers was the chairman and the head of the national program. He weighed about three hundred pounds, very bright, confident, delightful and a wonderful friend. We now have a reunion every year. But instead of fourteen of us, there are only six of us left.

LaBerge: That's still pretty good to have six. What year was that?

Williams: 1928.

LaBerge: Could you say more about the train trip?

Williams: It was an old Overland Limited train--went to Oakland, went on up to Ogden, Utah, and across the country, across the plains. It took us to about four or five days. We were scheduled to play Denver first, and we won. We got back on a train and then got off at Chicago. Then we played our World Series. We won our series two straight; the first game we won 4-0; the second game, we won 12-2. So that wasn't bad. Altogether I guess it took about four days.

Then when we came back and went to New York, it took five days. We could only use the lower bunk, and two of us were in a lower bunk. It got a little bit tight at times. I had a nightmare in Chicago; the train was going to run over me and

Williams: then I found myself out in the middle of the floor and jumped over the other person who was with me, and the train ran over me. When I woke up, everything was fine. We had our choice of food that we ate in the Pullman diner.

LaBerge: What would you do to amuse yourself?

Williams: Well, we read some things, we had games to play, we had enjoyed our porters and involved them with us in various games and enjoyed it that way. I guess there was some card playing, some checkers.

We had a moral story, to act out. When we were in Denver, one of the guys stashed away a lot of the silverware from the hotel. It was found out, Dan Sowers came into the picture. We had quite a talk about honesty and about representing the country and representing ourselves. The silverware came back and it was corrected and passed on to the people who owned it.

One of our players, Al Swick, had an infected leg. He couldn't play, nor was he able to play after the western championship. One of the others, our captain Weido Lancione, on a return trip from seeing the World Series, was hospitalized with a chest infection. He missed out on all of the fun. What else do you want to know about them?

LaBerge: Was there anything more about the trip--for instance, just the experience of seeing the country for the first time or, what that was like for you in the tenth grade?

Williams: It was exciting to me being able to go through it. I guess one of the reasons it was, was my grandmother in Sacramento came out to California under a covered wagon. Before she died she flew in a tri-motored plane around the state of California. How could they have done it? My grandmother's wagon train split on the last part of the trip. Her train went to Oregon. Allegedly it didn't make it. I could never prove whether it was truth or imagination. It was quite an impressive action.

Come again about that trip, you want to know about something else?

LaBerge: Well, just your experience of seeing the whole country. The first time I made a cross-country trip by car, I was just bowled over with the vastness. I was older than that, and I would think in tenth grade, to experience that would be really something.

Williams: I think that we shared your response. Our imaginations were active. Moment by moment we couldn't believe we won the right to play a "world series."

- LaBerge: And particularly when you're going to do something that exciting.
- Williams: Oh, it was a great thrill. Some of them had never been out of Oakland, so this was quite an experience.
- LaBerge: When you did get back to Oakland, how did you get back to normal life after an experience like that?
- Williams: I think we did all right. It was interesting and we enjoyed it. We were proud of it. I don't think there was any expression of egotism that was displayed or demonstrated in any way. I think maybe this is one of the reasons why this team was such a great one. Just the team work, team play and respect and love of one another enabled us to do what we had to do. I think we played.. There were supposed to be twenty-one games and if you lost any of them, you were out, except in the final. The second baseman came to Cal; he's an All-American basketball player.
- LaBerge: What's his name?
- Williams: Harold Eifert. And also of the Hall of Fame--the University Hall of Fame--and assistant superintendent of schools of the city of Alameda for twenty-five plus years.
- LaBerge: What position did you play?
- Williams: I was a catcher. During the play I had an offer to sign up with the [Chicago] White Sox and the [New York] Yankees. Others did, also and were interested. Bud Hafey, our left-fielder, was the cousin of Chick Hafey, who was the national league leading hitter for the 1928 season. Bud played professional baseball under Casey Stengel. I think you might have heard that name.
- LaBerge: I sure have. What do you do for your reunions, and where do you have them?
- Williams: Well, we've been having them at the Brass Door out in San Ramon. We started out there because one of the fellows was a meat salesman and he had a good relationship with the restaurant so we started having them there. We meet the last Saturday of October and will continue to do so.
- LaBerge: Is there more on that experience you want to say?
- Williams: I can really bore you for a few hours but I think I've gone far enough.
- LaBerge: Should we go back to the rest of high school?

Williams: Rest of high school? Athletically, it was football. I was the president of the student body, president of my class. I'm being very modest now.

LaBerge: I've read all these things and people do notice that about you. This is very helpful to see the seeds of the different things you have done with your life, so you don't need to be modest; and you do it well. What kind of academic program did you follow in high school?

Williams: All the college prep courses. I had to go to work in my last year. I also had to go to work to support myself and to help my grandmother and my great aunt. I got a job at a sporting goods store in Oakland. When I was still a part-time student I made eight dollars a week, and after graduation, I got \$13.50 a week. Interestingly, I helped support my grandmother and my great aunt, and my own family. I was able to put aside enough money to be able to get a couple pairs of pants and some clothes and a sweater and then get to the University to pay my fees and buy my books.

I got tired of working for the owner because I didn't think he was fair to the public or to the people working for him. So I had met a person who was employed in the Oakland Recreation Department. I think his name was Billy Orr. He got the information that if I wanted to get into the Oakland Recreation Department that I should volunteer to be a recreation director, without pay. So I followed his advice and was given a job by the Oakland Recreation Department.

I was assigned a playground at Hawthorne School. There was another person assigned, a woman, a girl, and I was to work with her. She worked from nine to four, and I worked from twelve noon to eight. Someone was very kind to me. My co-playground director was talented and beautiful, and as the days and years passed, she became more talented and beautiful. Finally, we were married on July 7, 1935 in Paso Robles, California. That girl ultimately became my wife.

#### Undergraduate Years at CAL, 1931-1935

LaBerge: Your wife's name is Ruth Louise Willett?

Williams: Yes. She had been in the University for a year, freshman, then went back as a sophomore. I started at the University. I wasn't planning on getting into athletics because I didn't know how in the world I would be able to do so. In fact, I had to withhold the possibilities that I was really going to have to go

Williams: back to playing baseball and play in the so-called state league in order to get money so I could go one semester on and one semester off. I registered, started classes and I was also working in the playground in Maxwell Park far out in East Oakland.

Classes had started, and one day the Daily Californian had an italicized box on the front page stating that any students who were freshmen, who were interested in going out for football but couldn't do so because they had to work, can come up to the fourth floor of the Stephens Union--that's the old Moses Building--and the coaches might be able to help you get a job. Well, I said, "I might as well try." So I went up there. When I did, I got the job I originally left. I took it and signed up for our freshman football. I had all my courses in the morning from eight to twelve. I would get here at eight and go to class and then I had to take a streetcar to get down to where I worked--that took about a half an hour--and then I worked two hours. I came back to the University and went out to practice. As you can see, there wasn't much time for studying at that particular time because the only way I would do it would be on the streetcar at night. I think I had two hours daily on the streetcar transportation. In addition to that, being in love with Ruthie, it got a little bit difficult at times. That continued in the freshman year, sophomore year, junior year.

We played with UCLA [University of California at Los Angeles] in football; I guess we opened up a series in our junior year. An aunt of mine who's a teacher--her name was Rose Taber, teaching in the Los Angeles School system--came to the game and got together with me, I think, and with Ruthie at the end of it for dinner right before we returned home. She was very much concerned about how I looked; I was tired and was indeed showing it. I was a burly brute with a hundred-fifty-eight pounds in those days. I was tired. She [Aunt Bo] then decided that she was going to give me some financial help to be able to get through the University. As a result of it, I was able to live on campus in the Delta House in the senior year. And that experience, in itself, was beautiful. I saw the University in such a different light than I did before and being close to it, being a part of it.

LaBerge: Were you able to stop working also?

Williams: No, I continued working. I got back in the recreation department and did that on the weekends. Well, I should say, too, I continued at the sporting goods store. While I was playing ball on Saturdays, I worked in the morning and after the game until nine o'clock at night.

LaBerge: You had no time for anything else.





*Top left:* "We really didn't pack the stands this day."  
1957.

*Center left:* "I don't know why this was taken other than to  
prove that at one time I had a little hair."  
Ca. 1935.

*Bottom:* Arleigh Williams, California's halfback (#60),  
is shown being pulled down by Santa Clara's  
tackle in front of a record crowd of 60,000.  
Santa Clara 7, Bears 0. 1935.

*Right:* "This outfit was provided for us by Oakland  
Tech High School. Don't despair. We won our  
league championship. We had a bunch of good  
ball players." Ca. 1930.





Williams: Not a great deal. I don't know whether I was very smart in doing that kind of stuff, but nevertheless, if I had to do it all over again, I'm quite sure that I'd be stupid enough to make the same decisions.

LaBerge: Well, sometimes you have to do what you have to do.

Where were you living before you came to live on campus? At home?

Williams: At home. Near 10th Avenue.

LaBerge: When you came to the University, did you know what you were going to major in?

Williams: I had a good idea. I was going to major in the physical education program. I had one frustration always...I would have like to have been a doctor. Right now I'm acting as the quack of the Williams' family and have been the quack of the Williams' family for years.

The physical education major is a very good major. I was given a good education in epidemiology, education in physiology, physiological hygiene, some chemistry, and also what is now called nutrition--basically somewhat of a scientific, biological program, and also zoology in there, too. And other classes--languages. I had six years of Spanish and a course in Latin American history, United States history.

LaBerge: There were certain requirements at that time, weren't there?

Williams: There were certain requirements, yes. One of the great teachers that I had was a masterful professor named Flaherty, public speaking. I think Jim Hart would be able to give you information about him. I don't mean to go over the whole darn program there. I think that it was a good liberal arts education that was a benefit to me.

### Early Influences

LaBerge: How about the people who were important to you..certain teachers, coaches?

Williams: Brutus Hamilton was a great hero of mine.

LaBerge: Did he coach you?

Williams: No, he knew me. He was a magnificent teacher. Very sensitive person. A man who represented the finest of values that anyone would want to see enforced. I liked Stub Allison, who was one of the assistant coaches; I played under him in football. Clint Evans was my baseball coach.

LaBerge: Now, were you on the baseball team as well as the football team?

Williams: Yes.

LaBerge: Track also?

Williams: No, I played two years of baseball, three years of football.

LaBerge: Most students today can't do two sports, in addition to everything else you did.

Williams: That's a tragedy. I played when football was a game, and baseball was a game, and we were able to overlap. Through everything that's done now, it costs too much money to be able to run the ball club or any kind of athletic program.

Ky Ebright, the crew man, was a close friend of mine.

LaBerge: Did you do crew at Cal?

Williams: No, I was just talking about one of the people who meant much to me. Frank Wickhorst, All American from navy football. Frank Wickhorst suffered one of the tragedies of a coach's life. He was in the navy, came back after the war and took over the varsity football. He did have a very poor year and really saw some of the things that happen after being beaten by Stanford, where kids picked up the bleachers and threw them out. And the team itself, I guess, some of them revolted.

##

Williams: Presidency of classes...yes, I was in my grammar school class, my junior high school class, my high school class, and I was at the University. And I don't think any credit can be given to me on the basis of qualification; I think it was more a popularity contest.

LaBerge: I don't think that would have kept happening all through your life if it was just that. I think that you're a very affable person and people immediately like you.

Williams: I'm a very rich person. I have a host of friends, an unusual host of friends. Yes, I do think it shows at least somewhat of a quality of leadership, and I'm pleased that I have it. The

# ARLEIGH SHUNS USUAL 'NEWS' PLAY

By BRUTUS HAMILTON  
California Track Coach

My favorite football player is not much of a "news" source. He is Arleigh Williams, California's great little triple threat backfield star. Inch for inch and pound for pound, he is one of the greatest players participating in American football today. He is one of the greatest, regardless of size, although he weighs only 157 pounds. But he's an awful flop when it comes to a certain kind of news.

First of all, he never makes any rash statements, is distinctly not a popper-offer, never gets into any squabbles with his teammates or coaches, but always maintains a quiet dignity. The kind of dignity and bearing you want in your son, but perhaps not quite colorful enough for your ideal athlete.

## ANOTHER STORY

"Color," incidentally, is a very much overworked and overadvertised personal attribute. It is too often the result of the ignorance, queer-ness or plain damn foolishness of its apostle. But that's another story.

Yes, Arleigh Williams lacks off-field color. He never makes himself conspicuous, and while he plays the game for all he is worth, he never goes in for any false heroics. Unless one watches closely, Arleigh's No. 60 jersey is apt to be the least noticeable on either team.

He is not in the least affected by the blazon of publicity. He has no false ideas about a primrose lane in after life because of his athletic prowess. He plays football because he likes it, thinks it's a privilege to play, and doesn't feel that the university owes him any special favors because he happens to be a good player.

## NO NEWS

There's no "news" about Arleigh's college life. He glides about the campus with a load of dull books on education under his arm, reminding one more of a wistful little inconspicuous elf than a "gridiron hero." He has maintained a scholastic average high enough to win an Andy Smith scholarship award, but not quite high enough to rate a Phi Beta Kappa key.

He never falls a subject, never has to make up any courses to become eligible. No "news" in that. His major subject is education, and he hopes eventually to work up to a principalship or superintendency—a hope which he will certainly realize.

His social life is not "newsy." It's healthy, refined and normal. He's a conformist in all the social graces, equally at home in a bull session or on a dance floor. He never goes on a bender and ups and pops some night club crooner over the dome with a beer bottle. No doubt that he has ever had time to see a fan dance, and while he is no prude, he leaves the drinking to others. Just a healthy, normal kid, like 95 per cent of all the other college men in the country.

## GOOD NEWS

It would be good "news" if we could play up the poverty angle. But while Arleigh is not rolling in wealth, he has no trouble paying his college expenses and fraternity dues. He never goes hungry, never has to miss that movie he has been waiting to see.

Too, it might make a good "news" story if Arleigh would get injured occasionally, and keep the public on edge as to whether he would play in the next game. But Arleigh is never a doubtful starter because he is never injured. He possesses that gift of relaxation which enables him to take the hardest falls and come up smiling. He is seldom hit solidly, for he has that final little hoochie-coochie or ball the jack movement which keeps the opposition from slamming him down.

Yes, we know that Arleigh will play against Stanford—both we and Stanford know that he will play well. "Consistency" thy name is jewel," but consistency, you make a mighty poor lead for a fellow who writes an occasional piece for the paper.

## RESPECTED FELLOW

Arleigh Williams slipped unheralded into California four years ago. He has glided through his four years and made his name known and respected up and down the coast. He will soon slip out of California leaving a host of friends, taking with him a good education. He'll drop out of the limelight for several years, but will appear again later on as a leader in his profession. Your son or daughter may be fortunate enough to have classes under him.

He won't make All-American this year, even though he is undoubtedly a better football player than some who will. But official All-American or not, we at Berkeley realize his true worth. We know him as an All-American player in every department of the game. More than that, he's an All-American kid.

Williams: other aspect of it is that somebody up above was taking care of me and making sure that I was able to do the job. To Him I'll be forever grateful.

Aside on Childhood in Sacramento

Williams: I didn't tell you some of the other things that happened in my childhood; running away from home, going to the American River, learning to swim in the dredger hole. A dredger hole was caused by a big dredger coming down on a cable pulling out sand. I finally made up my mind that I might be able to swim across it. I asked a friend who was there, an older person, I thought, an older person. He said, sure he'd go across with me. I found out that I could swim. I shouldn't have been there because my mother was quite fearful about me running around town.

LaBerge: Was this in Sacramento?

Williams: Yes, Sacramento, and rightfully so, because getting to the dredger hole, you walked across a trestle where the Sacramento Northern railroad is, and going back, I had to walk across the same trestle. One of these times I started back and I looked and I didn't see any train coming along. So I was about a quarter of the way or halfway across and suddenly, the horn began blowing from the Sacramento Northern Railway. There was a third rail there and also we were up on a trestle. It was a pretty high trestle so the only thing I could do was walk over that rail and look down below and hang by the, I guess, a cable or something that would enable me to stay down until this train had crossed, and then I'd get up. That could have been a disaster.

The other thing is that the trips of running away and going to work at the river; I was fishing this time for whatever was running the river. On the way back I was barefooted carrying my—I guess, in one hand, a can of minnows and my shoes in the other. I think I was barefooted and carried that can of minnows. I stepped on a third rail and I put my hand on the railing of the sidecar. That electricity went through me. I don't know how I got off but I got off. I was with another person; I think he may have done something to pull me off, but then I would fall down, cry, wake up and laugh and be quite hysterical. I was a very fortunate kid that that wasn't the end of my life.

LaBerge: Are there other experiences like that?

Williams: No, not really. I think I hit the jackpot on that.



LaBerge: All those kinds of experiences, I think, enriched you and made you able to understand the students, once you started working with students too.

Williams: Very much so. Very much so. I always thought that a good dean had to be someone who had done some of the wrong things in life; being a little bit more sympathetic, understanding. I appreciate you saying that.

### Other Experiences at Cal

LaBerge: I really think so.

When we stopped the last tape, we were talking about Frank Wickhorst and his experience.

Williams: Wick was hurt badly by students. A lot of it was the very fault of the students. Some fellows had come back from the service who were as disloyal as anybody can possibly be. Yes, they did tear up the seats, yes, he did lose the job. It was better for him not to try to even stay because he would not have had the respect of the team. But he's a tremendously courageous person. Though he was hurting inside, he blamed no one, and he'd always find a reason why somebody might do something like that. I think it also just indicated that he was very proud that he had the opportunity to be at the University. He was an assistant coach when I played.

We got to know him well because there were three of us that played and one of the four other people, and we developed an outfit known as the Rover Boys. The Rover Boys, in those days, were married boys and once a month, we got together for dinner. We solved all the problems of the world, and then we also enjoyed the fact that we knew that the world was in peace while we were together. And it went on for years until quite recently. Finally, Pearl Wickhorst, the wife of Frank, said, "That's enough of that. From now on the women are going to come."

LaBerge: You started affirmative action.

Williams: Affirmative action began, and began quite properly, and enriched the Rover Boys and we became the Rover Boys and Rover Girls. We are still doing that. You can find a lot of adolescence in me; I don't know whether I can get rid of it, nevertheless it's there. All right, where?

LaBerge: Well, there are probably more experiences while you were at Cal, maybe, that you want to talk about? Or, if those don't come to mind, maybe a couple of things like the Order of the Golden Bear.

Williams: Oh, yes. I'd be able to go back to one of the injuries. I don't know if I told you something about this the last time we met or not. Suddenly in senior year one night on the practice field—it was a Thursday night—I felt as if somebody had a knife in the middle of my back and was going around this way in very, very sharp pain. Well, at the end of practice, I went to the coach and told him I had that and he said, "You better get up to Cowell [Hospital]."

I went up to Cowell and talked to Bill Donald, who was the director of Cowell Hospital, that I was having difficulty. He looked at me and laughed. He said, "You're an old man," because I was a little bit bald-headed. "You're getting old, you got lumbago." Reluctantly, he x-rayed my teeth, sinus and then my back. He said to come on back the next day--the next was Friday--which I did. I asked him what it was; he said, "You had a broken spinus process on a vertebra." My comment was "Fine, I can tell my grandchildren that I played with a broken back." And he laughed at me again and said, "Well, anybody can do that." So that took the wind out of my sails.

Well, I got taped up the following day and I'd never worn tape before in practice or in a game. At the end of the half, I had to take it off because I felt like I was in a corset thing, where I could hardly move. I didn't like it and was able to compete.

LaBerge: Was that the end of that or did you continue to have problems with it?

Williams: No, that was it. It healed, I guess, and it healed well enough so I'd be perfectly all right. I was not a fearful victim, so I didn't do anything to protect it. I did not get hurt as far as I was concerned. I think I told you once upon a time that I got knocked out and had a nice sleep. In fact, it was the most beautiful sleep I'd ever had in my life.

LaBerge: What about other experiences at Cal as a student...maybe fraternity experiences?

Williams: No, I didn't have, personally, a fraternity experience. I didn't go through any kind of a hazing program. I think had I gone through the whole hazing program as was done in those days, even later on when I became a man, I might have gotten tubbing. I'm not so sure if I would have survived anything like that without...there would have been an awful fight because I don't

Williams: know if I would have been able to overcome that. The one fear that I have is being held under water and believe me, it would have been a tough thing to do. Fortunately, it never happened.

As a dean, yes, I saw a young fellow whose eye was put out by a bomb. It was a firecracker bomb at the Phi Delt House for whatever they were doing—I guess it was hell week or something. He was sitting in the den, I think, lounging, reading. Then somebody came up, one of his brothers came up, and threw this into the room and it lit at the bottom of his feet. The trajectory was okay but something was misdirected...the bomb hit him and knocked out his eye. Another problem in the fraternities and hell week too, was a young man whose kidney was very seriously injured. He had to, I think, have surgery. Is this what you want?

LaBerge: Yes. You lived, yourself, in your senior year in the Delta House as a member of the fraternity?

Williams: Oh, I was pledged, yes, as a freshman, but I could never afford to be in the thing. I had gone through the initiation. But I was not able to be a part of it until my senior year. A lot of good friends still exist. I escaped all of the hell week stuff and I guess it was because of football. I was glad to do so because I would not have been particularly responsive-- positively responsive; I would have been quite negative.

This happened in [high school] sophomore baseball where I was a catcher and a manager. I was coming home and I had the ball in my hand and this (showing knuckle) cracked. That was the thing that hurt me more than anything else that I'd ever had at any time. It obviously broke the thumb. I didn't have any money to go to the doctor to get it corrected. So, finally it healed up, but not until many, many forces of pain just went on up to my whole arm, because of the ball hitting the bat and the response of that got to the bone and I didn't like that.

No, this was in high school. I saw a place near my home which had a free x-ray sign; he was a chiropractor. I went into him and he said, "No, something like that you have to get fixed because it'll turn in deep and become arthritic." I don't think it's become arthritic. It was a handicap in handling the ball in football. I'd like to have done differently when I think about it.

LaBerge: Well, you certainly overcame the handicap.

Williams: Yes, I did. No alibis.

LaBerge: How about the Order of the Golden Bear?

- Williams: Order of the Golden Bear was an old order started in 1903. I think. Technically, I'm not supposed to provide you any information about that--it has certain mystique. It is an organization which was "dedicated to the welfare of the University."
- LaBerge: Not everyone is invited to be in it?
- Williams: No.
- LaBerge: So how do you come to be invited?
- Williams: Well, I was one of those lucky guys, again. I was accepted because of what I'd turned out to be--whatever.
- LaBerge: Student leaders?
- Williams: Student leaders.
- LaBerge: For instance, how many other of your classmates would have been members?
- Williams: Not very many. If I had to take a guess, the number would be about thirty.
- LaBerge: Do you still have meetings?
- Williams: Each semester. I haven't been to the meetings for some time but I'm eligible to go to the meetings, and I will do so one of these days. I did a couple of years ago and it's something quite worthwhile. It's now open to women; then it was not.
- LaBerge: What about the Big "C" Society?
- Williams: Big "C" Society used to meet weekly. Its purpose was for the support of the athletic program on campus. These were students. The student program, to the best of my knowledge, is no longer in existence. But we have the Alumni Big "C" Society that meets semi-annually.
- LaBerge: Would you belong to that because you were on a team? Is that how you became a member?
- Williams: Yes, if you were on a team, you won the Big "C" award. It's changed now considerably over what it was when I went into the Big "C" Society. Women are eligible for Big "C". As far as I know, women are eligible for Big "C", with women's athletics and the whole thing. In the thirties, baseball, football, basketball, tennis, crew were the Big "C"--members of which would belong to the Big "C" Society.

LeBerge: Swimming and golf were not?

Williams: Swimming and golf and all of the other things that had come in later were not there. This is also going to be of interest, I think, to our discussions before long, and things that happened during the fifties. In '58 particularly, the battle to get boxing, get wrestling, get golf as members of the Big "C" Society. The change is so much the better. Whether they are getting their response from the young people who are in it now who feel it is worthwhile, I don't know. It used to be a very important ceremony and it was conducted by [UC President] Robert Gordon Sproul. It was quite impressive.

### Role of Athletics

LaBerge: Could you say something about your view of the role of athletics for you and youth in general? The role of athletics on the Cal campus for you?

Williams: I was very proud to have been part of it. I'm not really sure athletics does what some people like to say that it does-- character building. But it certainly does give students, particularly in team events, a great opportunity to learn and profit from the necessity of team play if you're going to be successful. I think, too, that it teaches an individual to be loyal; I'd put it the other way around--it gives you the opportunity to catch the feeling of loyalty. It gives you the chance to catch the feeling of sportsmanship and so on. I think, too, that generally speaking, it was thought of as an activity which is not just building character but building mind and building strength. Perhaps in the major fields of athletics those things are missed; the greater opportunities for these to be expressed and taught and caught lie within the intramural, recreational type of activities--particularly the sports that can be carried over for years and years, rather than just the shock of four years and then you're through with it and may not be able to have an experience of that sort again.

I wish it were still continued in the fashion that was believed to be a part of the educational program of the University. I think they still talk about it being so, but I think the need for the actual support lies in the spoken word. And this is why, I think, we do have some right, I'm talking about the old-timer--how wonderful it would be if we can go back and have it the way it was.

Williams: Generally, our program here was an ideal program. I worry very much about the emphasis and the response of the parents to forms of athletics. I see the demand for perfection and I see the demand for professionalism. I think we are possibly building something that may contribute more to the lions and Christian society than we want to have.

Marriage to Ruth Louise Willett

[Interview 2: August 15, 1988]##

Williams: I had my sights set on attending the University of California at Berkeley for a long time; I believe that I said something about that prior to this part of the history.

I had to stay out of school for a year to be able to get sufficient amount of money to pay for basic needs and be able to pay for all the fees required for the University. I had been working for a sporting goods store in Oakland. But prior to the entrance, I had decided to quit my job at the sporting goods store. I had found a position with the City of Oakland Recreation Department. The first job that I was assigned was to a playground in East Oakland. It was at Hawthorne School.

LaBerge: What did you do at the playground?

Williams: Playground programs involved a considerable amount of activities according to the abilities and the age groups of the young people: athletics, particularly, and crafts, some music, some dramatics and anything we might find that would be suitable for them. We also had the privilege of taking several hikes into the hills of Oakland up into Sequoia Park and so on. Young groups would come up and then we would supervise them while they're there and see that they took care of themselves all right and enjoyed themselves and then we got them home safely. We also had an interschool athletic competition for various age groups and weight groups.

LaBerge: This was during the summer?

Williams: This was during the summer, yes. So we continued that throughout the summer and when summer ended, classes started at the University. I came in to the University as a freshman. I had hoped to be able to participate in some kind of athletics at the University but at that time I didn't see how in the world I was going to be able to do that and also complete my education.

LaBerge: Why don't we talk about graduation from Cal and your getting married and what you did right after that?

Williams: I graduated in 1935. Ruthie and I had been engaged to one another since 1932. Our hope, of course, was to be able to get married and build a life of our own. As soon as we could do that, the better we felt we would be and the happier we would be. I had applied for a job at Richmond High School. Not long after graduation, I was offered that job.

LaBerge: Did you work in the summer after graduation?

Williams: Yes, I did. Right after graduation, I began school because it was necessary for me to pick up a special credential if I was going to teach thereafter. So, I started the University summer session. In the meantime, I was also offered a job by the Contra Costa County superintendent of schools to develop a countywide recreation program. Shortly thereafter, I was also told that I had the job at Richmond High School if I wished to take it; without any delay, I said that I want to take it very, very much. Ruthie was in Paso Robles at the time; she'd also had an opportunity to teach in the, I think, community of Shandon.

LaBerge: What did she teach?

Williams: She's an English major.

LaBerge: So, she taught English in high school?

Williams: No, she didn't teach that right away in high school; she taught that later on in elementary school in Kentfield. But any way, as it turned out, I decided on the job with Richmond High School. I sent Ruthie a telegram of this sort: "I got the job; set the date." Upon receipt of that, she decided that she wouldn't teach in Shandon, that she would like to stay with me.

So we set the date for July 7, 1935. In 1935, we were married. Each of us was working again in the recreational work. I still continued to work for the county superintendent of schools in Contra Costa County; she was working at a playground in East Oakland. We finished that and then went on out at the beginning of school...school year in 1935.





## II EARLY PROFESSIONAL LIFE, 1935-1957

### Richmond High School

Williams: We went to Richmond; I'd been offered, too, a job at Oakland Technical High School. It was the high school from which I had graduated to go to the University. Tech offered me a salary of \$1,500; Richmond High School had offered a salary of \$1,740. So we took the Richmond High School job at \$1,740. We first got an apartment in Richmond alongside the Southern Pacific Railroad tracks. It was a beautiful apartment, as far as we were concerned, but every thirty minutes, railroad trains, either freight or passenger, were going by and it shook the apartment from stem to stem. We enjoyed it as long as we could, but we had to give it up because it was a little bit too expensive to maintain. So we found a little inverted penthouse to rent in Kensington; we took that and lived in that the first year and commuted between Kensington and Richmond for work.

I went to Richmond in the department of physical education. I had the teaching responsibility plus coaching, assisting in football, and later coaching in baseball. I coached for two years and at the end of the two year period, I was given an opportunity to be the football coach at the University of California at Davis.

At the same time that I was offered that opportunity, I was offered a position of being the dean of boys, at Richmond Union High School. For some reason, I decided that I'd like to be the dean of boys, to be able to continue a program of teaching young people and perhaps a more stable position than I would have found in teaching football. In addition to the dean's position--job description--I was also given the opportunity to teach physiology, which I did for a period of about two years at the high school.

LaBerge: What age students did you teach physiology to?

Williams: They were sophomores, some juniors.

LaBerge: Would that have been an elective for them?

Williams: That was an elective program primarily for them, although some of them were fulfilling the science requirement by taking other acceptable courses. I had sufficient knowledge in the program, in physiology, to be able to teach it adequately. I was not an expert, but it was something that I enjoyed very, very much.

LaBerge: What did being dean of boys entail?

Williams: I have always said that there's really not much of a difference of function between deans of boys in high school and deans of men at the University. Our basic job was being able to help them be successful students. Sometimes that required a little bit more work, particularly on the high school level, but it was a very exciting, pleasant job. I felt that I had an opportunity to do something for and with young people and got a great deal of satisfaction out of doing so.

Not long after our inverted penthouse experience, we built our first home in the city of Richmond; and that was completed in 1938. Our first son was born on August 13, 1938.

LaBerge: That seems early for a couple to build a house. Was that, at that time?

Williams: We got a little bit of help to be able to get the property. We lived next door to a friend who was just beginning to do contracting for the building of houses. We had enough confidence in him that he would do a good job for us; he did. We had to pay the exorbitant price of \$3.50 a square foot in those days, so you can use your skills in arithmetic to find out that it didn't take too much money to build a 1,700 square foot house.

I forgot to mention that I had a relationship with the dean of girls! She, too, was a beautiful woman. We were able to accomplish much together. She was my sister-in-law. She had taught in Shandon for some years. We recruited her for Richmond and she accepted without delay. We worked together and one of the great accomplishments was that we were able to develop the counseling system and advising system that Richmond did not have. We felt that we made a contribution to the young people who went to the school and also the school itself.

LaBerge: What's your sister-in-law's name?

Williams: Muriel Willett. More affectionately known as Moonie. She inherited that nickname, apparently, because of her eyes: when she would smile, they seemed to be little half moons peering out behind eyelids...delightful person, very competent person.

World War II

Williams: World War II..well, no, prior to World War II, Richmond was beginning to change a little bit. Kaiser began the development of shipyards in that area. Suddenly, World War II began. This was a little bit difficult for me because at the same time they struck Pearl Harbor, Wake Island was invaded. And once again, the name of Frank Thatcher comes into the picture. He had been working at Wake Island and was taken prisoner of war four days after Pearl Harbor.

LaBerge: For the record, can we say that Pearl Harbor was December 7, 1941? What was he doing at Wake Island?

Williams: He was working with Pacific Bridge Construction.

LaBerge: Do you remember what you were doing on December 7 that year? I've heard other people talk about how they remember, exactly what they were doing.

Williams: Yes, we were away the night before. We had a babysitter for our son, Arleigh. We got the news. She [the babysitter] stayed all night. Her mother called in the morning to let us know that Pearl Harbor had been attacked. I then took her home. It was an emotional response, because she had a brother who was a Naval Academy graduate. No one knew exactly where he was at that time; that's what we were doing. My immediate reaction was that "I've got to do something now to..."--more than I had been doing, so I decided to get involved with some branch of the service at that time.

I went over to San Francisco, I think, the next day; talked to a person I knew in the naval intelligence. I came back on and back to work--simmered down. But shortly after Pearl Harbor, no, I guess it was just before that, I was offered a job in Contra Costa County to be a chief probation officer.

LaBerge: When you say you were offered the job, how did somebody know you to--

Williams: How it came about? You asked previously about what does a dean of boys do. One of the things a dean of boys did, I had to do several times, was to represent young people in juvenile court. I became well acquainted with the superior court judge. And also fascinated with the work that was to be done.

Williams: I think that I told told you that I was hoping that I was going to be able to save the world and save young people and I would be effective that way. I accomplished some of the things that I intended to accomplish. It involved not just juvenile work but also involved adult work.

It was a complicated job, it was a demanding job. It was frequently a twenty-four-hour-a-day session to be able to do what was necessary for individuals and with individuals. I was influenced very much by the fact that the best friend that I had, had been taken prisoner of war. Also of my own need, selfish need, to be more active in military service. I would be okay one week and not very happy about it the next couple of weeks. So I fought that for about a year. I guess it was the following January, I got a call from the navy asking me if I would be interested in volunteering for the physical fitness program.

I went over to San Francisco to find out more about it and my conclusion was that the job I was doing, the probation work, was perhaps more productive and I'd make a better contribution to the service to just stay with the work I was doing. At that time, I told them I didn't think that it would have been smart for me to do it; my job, that I had, was as important as the job they were asking me to do--I would stay with the probation work. I almost got thrown out of the fourth floor of the federal office building for making that kind of a comment. I told them that I would be willing to go into service but I would want to go into a more active service than the one that was proposed.

Two weeks later, I got another call, or a letter, I forget what it was, requesting me--I don't know whether it was requesting me or more or less telling me--I think it was requesting that something had opened up so, yes, it did. So, I said, "Okay," and four days later I packed up my office and everything else about it and got in navy uniforms, was on my way for naval duty.

First duty we had was at the training school at the University of Arizona. That was a two-month indoctrination program. Came back from that to Treasure Island for a continuation of the program for another two months and then two more months in Miami, Florida, for the submarine-chaser training school.

LaBerge: Were you able to take your family with you to Arizona or Florida?

Williams: No, Ruthie came down to see me at the end of the Miami training school. I wasn't sure whether I was going to, when I was going to get back, so she was there for two weeks and we had a glorious time.



"This is the way I looked  
at the very beginning of  
1943."

"Left to right: David,  
Linda, Pop, Arleigh. It  
was taken in Paso Robles.  
I was on my way for more  
Atlantic and Pacific  
duty. I was not happy  
that day."





Williams: Every so often, the navy would send out questionnaires to request additional information. So you filled out a paper--one original and eight copies each time. One of the questions was, "What duty would you prefer to have?" and I always put down, "I'd like to be in San Francisco on destroyer duty." In typical fashion, I got assigned to Boston for Atlantic duty for destroyer escort. The closest thing, of course, was the destroyer escort duty in the Pacific. That began an interesting career. I got to see my family, I think about, maybe thirty-five days in three years.

This brings me up to the point where you're going to have to do some figuring with some of the other ideas because we had our first son in 1938; we had our second son in 1940.

##

LaBerge: Your son David was born in 1940 and your daughter?

Williams: Our daughter Linda in 1943, during the time I was away.

LaBerge: We left you going from Miami to Boston as the destroyer escort.

Williams: We put the destroyer escort in commission in Quincy. We crossed the Atlantic nine different times. One time it was calm; the rest of the time it was more typical of the Atlantic Ocean. We felt that we should have had undersea pay because we felt we were below water more than we were on top of water. We escorted convoys; no unusual events. We did have many times when we thought we had submarine contacts, but fortunately, we were never attacked. We did know that we got our convoys through without any problems. We stayed in the Atlantic about a year and then went to the Pacific.

LaBerge: Were you stationed in San Francisco then?

Williams: No, we never got to California. We went through the [Panama] Canal and went on out to various other places in the southern seas. We wound up with a convoy to Okinawa, but we never got there. We were sailing at night; suddenly, Okinawa just exploded under an airplane attack. Our job at that time, because we were escorting the convoy, was to get the convoy out of there as safely as possible.

As we were going toward Okinawa, we took a 180-degree turn and got into more safe waters, and I believe that it was the next day that war was declared to be over. We were midway between Japan and Luzon, but needless to say, that was a happy bit of news. It meant that we were going to get home. We finally did get on the way, back to San Diego, but not until after we were assigned a job on the island of Balabac. Balabac was a

Williams: small island just north of Borneo. We went down to this island to be able to give support to mine sweepers who were sweeping the area. That just took time as far as we were concerned. We finally got back to Subic Bay, dropped the hook; Subic Bay was our home base. And ultimately got the word to go home. Three weeks later. Ruthie met the ship in San Diego on December 17, 1945.

### Postwar Homecoming

Williams: Absolutely delighted to get home and to be with my wife again. Before we got there, though..Before we left Subic Bay, we'd always get some mail, some way, somehow, many times, several magazines. One of the enjoyments I had was to read about the difficulties veterans had after getting home. I couldn't understand it; I thought it was interesting reading. Certainly nothing like that was going to happen to me though, or happen to Ruthie.

When we got home we found out it was a different story. I, of course, assumed we were going to pick up, just as it was when we left one another--being blind and obtuse, because I didn't recognize at all that for two years minus thirty days, she had an entirely different life than I had. She had new friends; she lived in Paso Robles. I lived with a group of people for twenty-seven months and she didn't know them. Two boys had to find out what kind of a man Pop was, and a daughter who was born six weeks after I left for naval service suddenly became alive rather than just a picture on the mantel. So, I realized not long after I got home that things were different and that it was going to take more than a little time for an adjustment, particularly, with our daughter. I think it upset her considerably, but she's overcome that by now.

LaBerge: Because she didn't know you?

Williams: No--she didn't know me, she didn't know me at all. Ruthie had done a beautiful job keeping me in front of her, but I was a picture on the mantel. She had no understanding at all who this bald-headed kid was who came home to take her mother away from her. She didn't have the opportunity to be the main person. But ultimately, that was resolved; it worked out okay.

LaBerge: Was it similar with the boys?

Williams: No, the boys were little bit better than that, the fact that they were older. One time when I got a leave, my son, Arleigh, came with his mother to pick me up at the airport in San Francisco.



Williams: He was the one that was hurt the most when I left. He felt that I was leaving them and not feeling as I should have felt. I'm not expressing that exceptionally well, but I think he felt that I deserted him. It took him some time to get over it. David, the other one, was a little guy who could almost handle anything he wanted to. When I got down to where she was with Arleigh, then David came out and he said, "Hi pop, you home for goods?" That was specifically what he said to me. That's specifically what told me...I never had anything hit me as hard as it really did. Linda didn't know those things; it didn't bother her—she was still very much younger.

Then it was a matter of finding out what I was going to do when I finally got rid of my uniform.

LaBerge: You came back and you were still living in Richmond?

Williams: Still living in Martinez then. I left from Martinez from the probation office. I think we had a ninety-day leave and that gave me some time to explore and find out what was what. When I left, I had the feeling that I was being patted on the back and being told that, "When you get back, everything will be waiting for you; don't worry about it." Well, there, too, three years went by; things did change. So, I was not accepted as grandly as I thought I was going to be. Somebody else had taken over; there were going to be, have to be some adjustments.

Didn't bother me so much because during the war, frequently there was nothing else to do, so I used to draw a good football offense and have that ready so I'd be able to coach again. I was serious about that because I thought that it gave me the greatest opportunity that anybody can ever have to help young men grow up. I still feel that way. So, I hung on to the opportunity to take the job that I'd left, because the law said that I could get back to that.

### College of Marin

Williams: I held on to it as long as I could and finally, I was able to...I was offered a job in the College of Marin. I went over to the college. I was a football coach--that was what I was hired for. And then I found out that I was the director of the physical education department and director of athletics. And interestingly enough, thirty days after I was there, I was asked to be the dean of men in addition to the other duties that I had.

LaBerge: That sounds like a lot of duties for one person for one year.

Williams: Yes, I think it was.

LaBerge: It sounds like maybe two people should have been doing the job.

Williams: Well, there were two. There was another person [Irv Diamond] there, too--the coach who was assisting. We were busy but we were able to get by and do what was necessary. Actually, it really was unfair in lots of ways, particularly, I think, in the coaching aspect of it. We didn't have sufficient personnel, sufficient time to do the job. Nevertheless, we had successes athletically. In fact, I feel very warm about it because biannually I go to a reunion of these guys; a lot of them were in the service themselves. In fact, most of them were in service, except a number of people who weren't, who came to the college after the war was over. The last time we met, I think we had ninety people come, so I feel successful.

LaBerge: These were students?

Williams: These were the students who'd played. The best way I can describe it is that they enjoyed one another; though we were not the greatest ball club in the world, at least they got something out of it. And one of the best things they can get out of it is the friendship with another person. I'm not going to admit that my coaching career was just a matter of teaching character all the way. There was more to it than just that. It was a successful career—I loved it.

LaBerge: Could you say something about the College of Marin? How large was it?

Williams: The College of Marin was, when I came back, just about 1,200 students. That was due to the increase in the postwar enrollment.

LaBerge: Was there a tuition? Or could the people use the GI Bill?

Williams: No, the public supported the institution. Of course, they needed books and so on, and the GI Bill assisted with that. A lot of them came back who were catching up with their academic work and as a result of it, did good work. Later on, the Korean battle had servicemen coming back to the college, not nearly the numbers, of course. Others continued their education and the GI Bill assisted them. It was an excellent junior college.

Basic purpose was to provide for the first two years of collegiate work to cover the basic requirements of almost any institution, and then the terminal courses, occupational courses and adult education. Those were the three basic requirements, then, of junior colleges.

LeBerge: We were talking about you working with veterans. As a veteran yourself, what did you learn from being in the service?

Williams: I lived on a destroyer escort with 315 people for about twenty-seven months. There was a mixture of individuals ranging from those who could only get their monthly payment by signing their "X"—unable to read or to write. So, they had different ranges all the way up to men who were highly trained technically. We had, in fact, very bright people, Phi Beta Kappas, and on down. Each individual had something to offer. He had some talent that should have been respected, and was respected, that would enable him to get along. In other words, it was a very humbling experience to be able to see and work with people who I felt were terrific, but in accordance with so-called educational standards, and so-called abilities to be able to earn livings. They were top-flight. I'm very proud of them.

LaBerge: Besides being dean of men at the College of Marin, you were director of guidance?

Williams: Yes, I was. This position, I guess, expanded because of my own initiative and my own association with graduate work in counseling psychology. I turned out also to be director of guidance to help people and, by utilization of appropriate tests and measurements, to determine what qualities they might have that might help them from an occupational standpoint, understanding more about their intellectual capacities. I think it gave me better time to find out more about them and to, not necessarily dictate what they should be, God forbid, but to be able to help them find themselves and what different kinds of professions, occupations they might want to follow. Also it gave me an opportunity, when many of them would asked for some very pertinent information about themselves: I had what you might want to call a counseling situation which would be one-on-one.

I learned rather early in the game that it would be better for me to keep my head screwed on my shoulders appropriately. I made a bad mistake one day. Young man came to see me; he was talking very seriously about human relationships. I think the fact that he--and he told me this early in the game--that he had been taking some drugs that were dangerous, and I thought he was asking me to be a very wise person. I asked a question of some kind and he sat back. "Mr. Williams, that's really none of your business." I grew up.

LaBerge: What was the difference between being the director of guidance and dean of men?

Williams: Title. Basically the same kind of work.

Graduate Work

LaBerge: You said something about your graduate work.

Williams: I was doing graduate work and actually was very anxious to get on, get my Ph.D. I had passed most of the basic qualifications to be advanced toward that goal. I had a professor you may have heard of, George Kyte, who was in the School of Education; I'd known him during my undergraduate years and in my graduate years. He was also related to Al Kyte, one of the people who did much for me in high school.

We were talking and he asked me, "What are you trying to do? Why are you going to school?" I said, "I'd like to get my doctorate." He was concerned and he said, "Well, why do you want your doctorate?" I said, "I'd like to be able to make a contribution to this world some way." And he said, "Why, don't you think that you're going to be able to do it by doing what you are?" I still demurred and felt that a degree meant a little bit more. He said, "Why do you want it? How much are you willing to do for it? And then when you do that, will it be worth it?" So, he made me think quite seriously about myself. I couldn't answer those things because I felt well, gee whiz, I could do just as well as anybody else, even though I didn't have the degree.

But the thing that he did for me more than anything else and helped me and the relationship with my family, was: I'd already given up three years of my life with them and it was going to take another couple of years to get the degree. I decided it wasn't worth it. I thought maybe sometime that it might be a possibility that something would come along that would stop me from being able to qualify, but nothing did. I was considerably more happy about myself and secure in my own thinking and much more mature than I had been. I was a little worried when I was offered the job to come back to the University, because my reputation was a reputation of muscles.

I didn't know whether I would fit in. Then I found out that...The person to whom I was talking said, "Don't worry about that." And I found out that I didn't have to worry about it. I was accepted and if my ideas were solid, I was accepted all the more. If my ideas were impossible and not appropriate, then I was told so--just like other people would have to find out whether something was right or not. So, I felt secure in that that was another step in my growth, and I'm very grateful to be able to do it. And very grateful to Ruthie and her willingness to go with me all the way with whatever I had to do. I think she also was very pleased when I decided not to do the doctorate.

LaBerge: Even when you were working on your masters, were you taking classes at night or on the weekends?

Williams: I did my masters after I got out of the service. I told you that I was an embarrassment to people after I had gotten back because with the law supporting me, I could have the job in Contra Costa County back; but I didn't want to take the job if somebody else would have to leave. Well, I didn't do it. I didn't want to do it that way. So I got a job with the county superintendent of schools--different from the other one I told you about. Actually I did my masters work, my thesis--it is not a scholarly thesis, although it's just a thesis to prove that it would be important to have junior colleges in Contra Costa County. I think that might have been the contribution of the thesis. I surveyed what was needed and what different....

LaBerge: Was this before there were junior colleges there? Before Diablo Valley College and Contra Costa College?

Williams: Well, it was before Diablo but it wasn't before Contra Costa. Diablo was in the process of being built.



### III. DIRECTOR OF STUDENT ACTIVITIES FOR ASUC, 1957-59

#### Recruitment

LaBerge: How did the work you did in the College of Marin prepare you later for your work at the University of California?

Williams: I think it's very similar to the work I did. The College of Marin and the University are really not different: the individual work that I did, working with human beings, and I think, particularly applying the fact and knowing the fact and respecting them and not being the "lord of all the flies" or whatever it is that makes a person feel that he just knows everything. I didn't feel any problem. The size of the University, the stature of the University, the size of the college, the stature of the college, when it came to human beings, I don't think you can do it any differently. And God help you if you try to do so.

I had an experience that has very much bearing on this.

##

Williams: When I was at the College of Marin, the latter part of my tenure, I was invited to attend a conference at Highlands Inn in Carmel-- a conference which was going to be conducted by the faculty of the Harvard School of Business. I couldn't understand why I was involved or how I got the invitation. I decided that I wanted to go to it. I told the president of the college that I would like to go and he agreed that I could. But I really don't like conferences because it's very seldom that you find something that's unusual and something that's worthwhile. And if that was the case this time I would return home immediately.

I got there and I got into the most interesting, challenging experience I've ever had in my life. The staff was using the Socratic method. I guess you're familiar with their teaching-- this Socratic method--and then they began to pull things out of



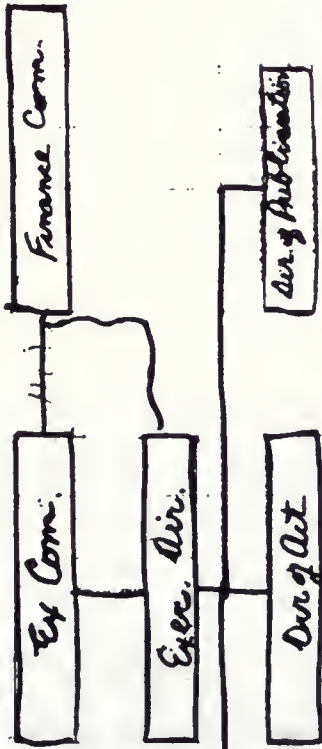


Finance Com.  
 8 voting members  
 A.S.U.C. Pres.  
 Exec. Vice Pres.  
 2 Reps at large  
 3 Chancellor Reps  
 Alumni  
 Faculty  
 Business  
 Non Voting - Exec. Dir.

Classes - Heart of Program

Ex Com: Pres.  
 1st V.P.  
 2nd V.P.  
 Class Reps  
 Reps at lg  
 Total 18

A.S.U.C.



D/A

1. mens judicial (9)  
 Committees  
 Dave Yamakawa
2. Women's Judicial (10)
3. Activities Planning Com (8)  
 Coordinators and advisors  
 all committees.  
 Clean Pat Brauer
4. 7th Californians  
 Honorary Spirit group  
 30-40
5. Pali Dolls  
 Womens Honorary - 40 -  
 Spirit group -  
 official University  
 Hostesses
6. mens Exec. Bd. (15)  
 Coordinate all mens  
 activities - Ted Bound.  
 Steve Cook

Ex Officers:  
 Exec Dir.  
 Act. "  
 Ath. "  
 Exe. Alumni  
 Cal Band !!!  
 Glee Club  
 Treble Clef  
 Spring Sing  
 Eye Review

D/A Functional Services  
 Bot High Sch. Day Com  
 1) Campuses, Fours  
 2) Orientations  
 3) Campus Crusade  
 4) Council  
 5) Art Bureau  
 6) World Univ.  
 service  
 7) Speaker bureau  
 8) Store Bd.

Student Welfare Bd.  
 Student wages  
 " jobs  
 " living com -  
 dishes  
 " car pools  
 " forums  
 speakers on  
 campus  
 Book pools,  
 discounts -  
 Fair Bear  
 wages -  
 Melany, Trainers, F

7. Womens Exec. Bd.  
 major functions  
 make and advise  
 rules for women  
 students.. (20)  
 Pat Brauer
8. Football Com.  
 yell leaders (5)  
 Tarry Stewart  
 Form Pam this (8)
9. Pali Com.
10. Mens Rally Com.
11. Womens Rally Com  
 45
12. Card Stunts (17)

D/P Publications (Pub Bd.)  
 composed of Reps of 18  
 each of the 3 Cal  
 Publications, e.g. Radio T.V.  
 Daily Cal, Cal Engineer,  
 Occident, Beacon,  
 Blue & Gold.  
 Wally Fradonik  
 Margaret Cook - advisors

Williams: this, and they pulled things out of this beautifully. One of the people there was Bill Shepard, the late Bill Shepard, who was dean of men at that time at Cal. For some reason, our relationship, our chemistry clicked, his wife came down later and she added to it. We went our separate ways after that.

Later I sent Bill a copy of the Star Study that I made of the utilization of test scores and so on, and how test scores of the students of the College of Marin seemed to fit in with the rest of the colleges. Not long after that, I was in an administrative meeting when I got a telephone call; I was asked to come to the phone and I did. I was asked by the director of the ASUC [Associated Students of the University of California], Bud Hastings, if I would be interested in coming back to the University as director of activities. I didn't think there was anything to it--but I said, "I'd like very much to be interviewed," and find out if there was something to it. Well, I finally had the interview with Bud Hastings and Roger Samuelson and a few other students.

LaBerge: Was Bud Hastings a student also?

Williams: Bud Hastings was the executive director of the ASUC; I'll help break down the organization a little bit later. One of the other people upon that committee was Bill Shepard. He found out that some things were going to be done and the position was going to be opened at the ASUC. I'm quite sure that I got there as a result of Bill's good work and convincing that maybe I might be the guy who'd be able to do the job. So, ultimately, I came back to the University as director of student activities.

#### Scope of Duties

LaBerge: Could you say what that job meant? What did it mean that you were doing?

Williams: Working with and for University students in the development of the various fields of activities they had in the ASUC. I guess I forgot to show you..If you haven't looked at the '58 Blue and Gold, you'd better. (I've got it here) That shows you just a beautiful picture and beautiful breadth of activities--to be able to give any person in the University something they wanted, and give them the opportunity to do so. It went all the way from muscles to cerebral exercises or anything of the sort. Talented people in the field of music. One of the things that we have always been proud of is: in the Student Center, we built an art department, down there in the northern part. I don't know whether it's still available.

LaBerge: Is this with the photography studio?

Williams: Yes.

LaBerge: It is still available.

Williams: That was an example of it. Glee Club, Treble Clef, radio, TV and international relations--whatever you like and want. My job was to give them my assistance, to be able to help them obtain the support and also be their "advocate in court," if it was necessary to do so. It was one of the richest jobs I've ever had.

LaBerge: You were working directly with students? And who were you responsible to?

Williams: Bud Hastings. The ASUC had changed and developed an executive officer. Below the executive officer was the director of student activities, the director of publications, and the director of athletics. That was when the ASUC was managing all of the activities carried on from way back into the twenties. Two years later, the athletics program was taken out of the ASUC and made independent.

LaBerge: Were you responsible for athletics though while you were there at the ASUC job?

Williams: You've been doing a little reading, I think, about some other stuff that I was doing. I was asked to be the assistant director of athletics. This came after I was in the Chancellor's Office--one of the last things I did.

LaBerge: One of the last things in the seventies?

Williams: Yes, I think in the seventies, a very sad period of time.

LaBerge: So, as the ASUC director of activites, you weren't responsible for athletics?

Williams: No.

LaBerge: What other people did you work with at the ASUC?

#### Cal Band to the World's Fair

Williams: Paul Hastings was the executive director of the ASUC when I came back. Greg Engelhard was the director of athletics. Wally Frederick was the director of publications. I guess I should also talk about the California Marching Band being in my

Williams: department. The Glee Club, the Treble Clef, the Collegians, all musical exercises.

One of the most exciting things that happened to us was when Jim Birdall, who was the director of the California band, came up to the office and said, "We've just gotten an invitation from the State Department to represent the United States at the Brussels World's Fair." And I said, "My God, Jim, have you told the band yet?" And he said, "No, not yet." I said, "For goodness sakes, don't do it. How are we going to be able to get them there?"

It wasn't long after that Jim got the word to the band. Then the heat was on and the drive was on to be able to get a sufficient amount of money to get them over there. They put on all sorts of shows throughout San Francisco, the peninsula-- whatever was possible to be able to pick up some kind of money to support them to get there. We got down to the last \$15,000 and we were really in a difficult position. But I happen to have a very good friend, Ralph Edwards. Ralph Edwards and I were classmates. Well, we were high school buddies together and you've heard the story. Ralph, at that time, was producing "This is Your Life" and other stuff, so I made contact with him, told him what the story was. "Can you give us a hand?" His answer was, "Sure." So we had a special program. You've heard about it?

LaBerge: No, I haven't.

Williams: We were at the point, I think, where we had to to get more money; wondering how we were going to do it. We had a special meeting. Decided that if we can't make it on this one--whatever that meeting was, I forget the purpose--we'd have to give it up. At that time, I had an inkling that we were going to make it. The California band said "Okay, we'll put on one more show."

That show was apparently coming around from the Northside of Wheeler--between Wheeler and Doe Library going down toward California Hall into the plaza, turning left and going up in front of the Wheeler steps. I don't remember what it was but we knew we were going to get the money and how we were going to convince them to do it, because some of them were almost not willing to do it? They decided to get it over with and put on that last show. And they did, and when they got around to the steps, played what they had to play, did what entertainment they had, Ralph Edwards was on the public address system. He said, "California Marching Band, This Is Your Life" and told them the story that we got \$15,000. It was all taken care of and it was represented by the, not the Greyhound, but a large bus transportation program and they made it. So, what a thrill it was that they did! They had a reunion just last year. They have a group that's going back to Brussels this year, some of them to be able to help celebrate. I took you off the track.

LaBerge: But that's a great story. What year was that?

Williams: 1959. Gee whiz.

Pom Pom Girls to Basketball Tournament

LaBerge: Well, I can probably find that in the Blue and Gold. Were there other events like that that you had with other student groups? Maybe nothing quite as exciting or.

Williams: Well, there were the women. Then the University basketball team won the national championship one year. And again, that's 1959.

LaBerge: This was men's basketball?

Williams: Men's basketball. Played that championship in Louisville, Kentucky. There were representatives; the band had a group at the playoffs. The Pom Pom girls came out to our home in Orinda. We were out in the backyard, so we brought them in the backyard. They sat down and said, "We've got to go to the basketball tournament." That fell upon my shoulders to do that.

LaBerge: You mean, they came out to Orinda to ask you what you could do?

Williams: Yes. So I did my best to be able to get them there. In fact, we got them there. But on the way back, it was a very interesting session. They were late getting home. It was a little bit windy and I had conversations with the student manager from the airport at Chicago. He was telling me that they're late and that it would be some time--"It's kind of stormy." There were some people there waiting for them to get in. One of them was right in back of me and said, "Whoever arranged for this thing ought to be fired immediately." I didn't respond, but I could understand why she was a little bit worried about this thing.

But finally it came in. But she didn't know what we did—we checked out every airport, I mean all of the airplanes, and checked out the civil air authorities, whether or not it was sufficient, and thought this plane would be okay. It turned out to be just as qualified as any other. The only problem was there was just one plane, and if something was wrong, they'd have to stay over at some airport; they wouldn't have a plane to back them up. But they all got home, got home safely, and that was one thing.

Noontime Speakers: Madame Nhu and Walter Gordon

Williams: One of the other things, and one of the most exciting events, was when we had Madame [Ngo Dinh] Nhu in 1963. Madame Nhu was the power in South Vietnam.

She was not popular at all with the University students. But we felt that she should be given the opportunity to come and speak. We filled Harmon Gymnasium. We did a lot of underground work to try to get to the students--"Rather than raise hell, sit on your hands"--and they picked it up. They were very responsive and very courteous for the most part. The program went off very well. The protest of their own, of just sitting on their hands, and literally sitting on their hands and not responding to anything she said, was wonderful.

LaBerge: How did you get Madame Nhu to come?

Williams: I don't remember the details. I think it's important what students can do.

LaBerge: And for later times too, what with the free speech and protesting different speakers...?

Williams: It was a different kind of a protest and it was a very effective one.

LaBerge: Well, also the fact that you asked them to do it and they did it.

Williams: Well, we talked to the student leaders and the student leaders went around and they did do this thing. We developed other programs. One was being able to have special events for students. One of the first ones was held in Wheeler auditorium. I got an old friend of mine to come back. Walter Gordon. Walter Gordon became my friend when I went out for football. He was a black coach. He was a graduate of Boalt Hall [School of Law].

LaBerge: We have an oral history with him.

Williams: He was a lawyer. He was [former Governor] Earl Warren's first appointee to the Adult Authority. He ended up being a federal judge in the Virgin Islands. It was in the capacity as a federal judge of the Virgin Islands that we have brought him back and we had the privilege of introducing him to the students at the University in Wheeler Auditorium. It was filled. And he spoke. And beautifully. They responded to him beautifully.

Williams: Another one came up. We had an opportunity to get Licia Albanese, a beautiful soprano; we were able to bring her in to Wheeler auditorium. Again, her performance was unusual. There were several things of this sort...I mean the kinds of things that we tried to do and tried to build with and I think, in so doing, we were able to...it sounded good. I mean, the sound was beautiful and the effect of it was great.

LaBerge: It sounds like one of the things you were doing was making the campus life pleasant and enriching for the students. If they had an interest--for instance, the Pom Pom girls coming to you--if anybody had an interest in doing something, would they come to you and if you could do something about it, that's what you did?

Williams: We were their friend in court.

LaBerge: When you say friend in court, you don't mean literally? You were just their advocate?

Williams: Yes, their advocate. Others picked it up. You've got the Roger Samuelsons, you've got the Bill Stricklins, you've got the George Links, you've got the David Armors [ASUC presidents]. David Armors was the first SLATE president, in those days, a very intense, young man, very confident, brilliant, liberal, I want to say a rebel, and in a way he was a rebel. But he was a pretty good example of what happens to young people after they go through certain processes of life to finally find what they really are. He is a social scientist and he was with the Rand Corporation for years and still is.

Of course, the ASUC changed, particularly after the loss of athletics. It made sense, really; the athletic department is one of those really not-so-student oriented department, in terms of management. It was oriented towards the students in being able to provide the students who had the students' athletic cards and so on. But the administration of it is outside of the boundaries of the students.

I think a lot of that was caused by the fact that there was so much problem associated with the Pacific Coast Conference. Students were not in the policy-making business along with the conference, at all. The students were the ones that were in effect, passing their budgets, stamping automatically, approving the budget over which they had no control. I thought that was essentially a good move. It became considerably more political. The programs of the association, compared to what they were in '57, '58 and '59, were quite different from what I'd hope that they would have been. I think some people believe SLATE, which may have originated in Stiles Hall--a lot of SLATE people were in Stiles Hall; Stiles Hall was the University YMCA--those things that originated from Stiles were very solid stuff, coming about

Williams: as a result of very thoughtful young men, and later young men and women, I think. Whether that was basically the reason why students became more politicized than they were, I'm not sure. I would only argue that it was a contribution to it. Contributions coming out of Stiles, SLATE were, I don't think, very bad, but I think okay.

Structure of the ASUC: Director of Activities

[Interview 3: September 9, 1988]##

LaBerge: We'll go back and talk about the ASUC and how it was structured in 1957 when you came on. I know you came on as director of activities.

Williams: I'd like to include the directors of athletics and publications, because each had responsibilities that we haven't talked about and responsibilities which are very important to student life.

LaBerge: Why don't we start first with your responsibilities as director of activities?

Williams: I have them listed in a categorical order. [shows chart]\* The first one relates to the Men's Judicial Committee, which was chaired by David Yamakawa. There were nine people on the Judicial Committee. Their function was to judge any complaint of presumed violations of the ASUC constitution. The second is the Women's Judicial Committee, a committee of ten with responsibilities similar to those of the Men's Judicial Committee.

LaBerge: Can you give an example of some kind of an infraction that they would judge?

Williams: It might have been related to an ASUC elections' violation or it might have been an alleged violation of the ASUC constitution itself. They were rare, though, and didn't come up very often.

LaBerge: It wouldn't necessarily be student conduct?

Williams: No. It wasn't student conduct. It was a test of the constitutional judgment and the constitution of the ASUC.

---

\*See chart of ASUC attached.



Williams: There were eight people on the Activities Planning Committee. Their responsibility was to coordinate and advise all committees in the ASUC. This committee was also advised, at this time, by Dean Pat Brauel, who was a woman in the Dean of Students' Office. Number four is The Californians, which was created just the year before; it was an honorary spirit group made up of forty University men. I really don't have the specific things that I can give you at this point about what they did do, but they seemed to be involved in many activities on the home campus and were spreading the good word, and I liked what I saw.

The fifth was the Oski Dolls which was the Women's Honorary. Actually the Oski Dolls were a creation of Colette Morgan the year before. It was a spirit group and they also took on the responsibility of being official University hostesses for an unlimited number of things that were being done on campus, and being done by the administration or whoever needed some help.

LaBerge: Would they be involved in orientation?

Williams: Yes, they would be involved in it. In this case, it was their specific function.

LaBerge: Just because of their name Oski, were they related to athletics?

Williams: It could have been related to athletics as visiting universities would come in for a football game and the president of the university would be along, or other representatives. This is something they could take care of, and also be the receptionist and do what was necessary to make people feel comfortable and appreciated.

LaBerge: Was it sort of a student-generated group?

Williams: This is purely student generated. The next is the Men's Executive Board, [fifteen] different men on it. Their job was to coordinate all of the men's activities. People at this particular time were Ted Boone and Steve Cook, who were responsible for the operation of the group. They had a big responsibility; as far as I know, it worked. The next is the Women's Executive Board, and their major function was to make and advise rules for women. There were twenty students on this board. Again Pat Brauel was the advisor to the group. She, as I stated before, was a member of the Dean of Students' staff. I was interested in the fact that the group was made up to make and advise rules for women students, because I remember something later on in my life at the University, in that women particularly were not interested in having rules made for them. Interestingly enough, this was not the man doing the advising or saying, "you shall have rules," but the women themselves.

LaBerge: It sounds like there wasn't a comparable rule-making body for the men. When you talked about the Men's Executive Board you didn't say they were making rules. What kind of rules? Hours? Dress codes? Was there anything like that?

Williams: No, there wasn't any dress code at the University. There was a concern about the hours for women. They did make the rules themselves, and then later on it became considerably more serious. But also later on, too, we made every effort to reduce or take away the rules and regulations as parents of students; they were men and women and they should be treated as such.

LaBerge: There weren't hours for men--is that right?

Williams: No.

Then the next is a number of football committees, yell leaders. There were five of them headed by Larry Stewart, who was a very competent yell leader, very competent student leader and a very talented individual in various activities. There were five of them. We had, in addition to them, eight girls who were Pom Pom Girls.

And an Oski Committee. I might make a comment here. There were about six men on the Oski Committee and those six men were really anonymous. They were six excellent athletes, small athletes that could perform as Oski should perform. Oski, I guess you know was a little mischievous kind of a guy who was very much interested in bringing a great deal of happiness to people who witnessed him, particularly youngsters. And he also performed during the time of the game, or on the floor of the gym at the time of game, at times when it would be appropriate for him to do so. In other words he could swing from the goal posts as long as somebody was out of the way.

The Men's Rally Committee with twenty-seven people on it and the Women's Rally Committee with forty-five women on it--they had rallies and all sorts of stuff at the stadium particularly, and I think they were the card stunt experts. They were responsible for seeing that those were done properly. All of the card stunts had a separate committee itself and there were seventeen people.

The next is called the Functional Services Board. That committee was responsible for High School Day programs like campus tours, orientations about the University, Campus Crusade Council, which was a part of the Functional Services Board, Art Bureau, World University Service, Speakers' Bureau and the Store Board.

Williams: The next one is the Student Welfare Board which was concerned about student wages and jobs, living conditions, carpools, forums, speakers on campus, book pools, discounts, Fair Bear Wages and an ushering program that was available for students to usher at theaters in San Francisco or sometimes at the symphony.

Director of Publications

Williams: Under the Publications Board, I think that I ought to comment at this moment--I couldn't help but feel that the Publications Board, which is composed of representatives of each of the five publications, Daily Californian, California Engineers, the Occident, Pelican, and the Blue and Gold, were as professional an organization as you could want to see. Very talented. I couldn't help but feel, looking back, that there was quite a difference in the quality of the work of the Publications Board in '57 than there was in many of the later years.

LaBerge: Were you responsible for the Publications Board?

Williams: The director of that was Wally Frederick. He and Margaret Cook were the advisors to the Publications Board.

LaBerge: Could you say something about the Pelican and the Occident, because I don't think they're in existence any longer.

Williams: No, I don't think so. The Pelican was a very interesting...it had a lot of mischief attached to it and sometimes the quality of the writing was frowned upon and people got into trouble and had to be straightened out. I don't know whether it was true or not, but perhaps some of the presentations that they made were not consistent with the type of things we felt the University should present. But I guess I can look back upon it today and it would be very mild and wouldn't worry too much about it because on the whole they did a good job. I'll put it this way: one of my very good friends in the class of '35 was on the Pelican, and I don't visualize her ever doing anything improper.

LaBerge: Was it a political publication?

Williams: No, it wasn't. Oh, they would have political satires at various times. Yes, it was appropriate to be able to mix that with whatever sense that they wanted to be able to present.

The Occident--my memory....

LaBerge: We were saying that the Occident was a literary publication. I assume student poetry or student short stories.

Williams: Yes, it was. You described it well.

LaBerge: I think the California Engineers, Blue and Gold and the Daily Cal are self-explanatory.

Williams: There are some other items I think should be presented. One is the musical activities. The Cal band is a great institution, the Glee Club, Treble Clef. In reference to the Glee Club--my first experience really when I came over as the director of activities was to be taken to the Oakland Airport to greet the University of California Glee Club on its return from Japan. They had been invited to sing and perform over there, and well deserved and well presented. We were very proud of them. That continued to a wonderful relationship that I had with Bob Commanday, who was the director of the Glee Club and the Treble Clef. Bob later, upon leaving the University, I think has been the music critic of various kinds of music coming into the San Francisco Bay area. A very talented person, knowledgeable about music. I wouldn't try to fault him in any way, because I'm not knowledgeable about music.

The other thing that I left out is the Classes program. Each class, from the entering freshman class on through the seniors, developed the class activities program and class government. Many things of social characteristics were emphasized by the classes. Many class dances, those being very valuable in giving students the opportunity to meet other students. I think much of the work that was done added a humanistic quality to the campus itself, making it very warm and possible for people to enjoy their stay here. I need to look up more; I couldn't find much about the Spring Sing.

The Spring Sing was put on by various student groups. An example might have been like the chairman of the Spring Sing, getting all of the sororities and fraternities and other living groups competing in a musical at the Greek Theatre. And it was beautiful. We did that for years, and I don't know just what in the world happened to it. One of the others was the Axe Review, which I think was part of senior week when people were graduating. It was a musical comedy. I would say they stayed in the musical comedy area more than anything else.

LaBerge: Was it sort of a review of the year?

Williams: Review of everything, and I'll need to try to find a little more about it, Germaine. My memory is a little shot on that one and I couldn't find anything in the resources that I was trying to use.

LaBerge: Would it be similar to the plays they put on at the Lair [of the Bear]?

Williams: Some of them might be done that way.

LaBerge: But it might have campus things?

Williams: They're all campus; they were all students who participated.

LaBerge: I thought that I saw something when I was reading through this [Blue and Gold] that just mentioned that. We'll come back to it. Those are the kinds of things that really do promote school spirit and morale.

### Director of Athletics

Williams: Now we get to the athletic department.

LaBerge: Which is the third division of the ASUC?

Williams: Yes. One division was the Big "C" Sports and the other one was Circle "C" sports. The Big "C" Sports at the time were one, basketball, and then you might want to put Varsity Blues and Freshmen. Baseball--Varsity, Freshmen and Cinnamon Bears. Crew--Varsity and Frosh. Football--Varsity and Frosh. Swimming--JV and Frosh. Tennis. Track. I stated that in a way that confuses the problem a little bit because I've got to back up and say that the only sport that was good for attaining a Big "C" award was basketball itself, baseball itself, crew itself, football, swimming and tennis. The Varsity Blues and most of them were just additions and opportunities for people to be able to participate in sports. Many people had the ability and could work up to be a member of the Big "C" team, and so on.

When I came here we had varsity football and freshmen football, so freshmen couldn't participate in varsity football. I wish they would go back to that system, because I think it's much better.

LaBerge: What about something you mentioned under baseball, Cinnamon Bears?

Williams: Baseball was freshmen and Cinnamon Bears.

LaBerge: What were Cinnamon Bears?

Williams: Other people who weren't freshmen or varsity and wanted to play baseball. I had real trouble about women's sports.

LaBerge: Just looking through this Blue and Gold...there's nothing there. It's just amazing.

- Williams: There were some people who have received awards, but they just were not there. I'll get back to women's athletics later on, but not in the position as executive director of ASUC, but as a dean. One of my proudest moments was the fact that just before I left, women had a \$6,000 budget, probably two years before.
- LaBerge: Is that seventies?
- Williams: In the seventies. I was able to help, and I want to emphasize "help," women jump from \$6,000 to \$250,000. My memory may be complimenting me much more than I have the right to do so, but you can check that if you want. But anyway, we got it to the point where they deserved to be, and I guess we also were assisted a little bit by Title IX.\* It was long overdue. It was a very happy thing to do.
- LaBerge: Right now there's a big women's athletics program.
- Williams: Big women's athletics program. It was mine and Bob Kerley's, I think. We can ride the white horse together.
- LaBerge: What was available for women in sports?
- Williams: They had intramural programs. They were the kinds of programs we talked about at the Lair of the Bear, and the same went for men. They had the intramural program. Women, I'm certain, had a member of the staff who directed, the intramural director. Robbie Park can tell you about that. She could help us to be able to get more information. Robbie Park at that time was the chairman of the physical education department.
- LaBerge: There was a doctor, a woman doctor who was a student advisor of women.
- Williams: [Anna S.] Espenschade?
- LaBerge: Yes, that's who it is. Did she teach something?
- Williams: She was a physical education instructor. Ralph Miller was the men's director. Here's an example of kinds of intramural stuff that we're talking about. [looking at Blue and Gold] What a difference it was. By the time that I left the University I think we had around 25,000 people who participated in intramural activities. Maybe we can get back into that a little bit later on. It also developed into the intramural recreation center. Bob Kerley deserves much credit for being able to take it that far.

---

\*Title IX of the U.S. Education Code. 86 Stat. 373 (1972)

LaBerge: The other opportunity for people who weren't members of the Big "C" Society would be just regular physical education classes?

Williams: Physical education classes or intramural sports and activities. We had a good intramural sports program going on campus. They had an opportunity to play with all aspects of the game. Very interestingly, students would wait 'til three o'clock in the morning to play a scheduled game in basketball. Kooman Boycheff was the director of intramural programs for men. And Bill Manning. He's now the director of the whole program. He wound up doing much more than Kooman did, because Kooman passed away before he could see his great game come to pass.

LaBerge: What about the Circle "C"?

Williams: The Circle "C" sports were boxing, cross country, gymnastics, fencing, rifle team, water polo, basketball, wrestling, golf [also handball, ice hockey, rugby, skiing, soccer, yachting]. I can't tell you why they were in Circle "C". I know there was an injustice and certainly a considerable misinformation.

##

Williams: There was no way to be able to discriminate between the quality and values of the sports. I think that had we had the money, there would have been no question that we would have been able to develop those sports into major sports, as well as we were able to with ones that were listed as Big "C" sports. This subject, however, of the Circle "C" raises an issue later on.

I don't know if you've ever heard of Butch Hallinan. Butch Hallinan was a young fellow that I knew from his high school days through his University days. And Butch is one of six boys born to the Hallinan family in Ross, California. A very interesting family--a family condemned in many ways, but the family proved they were always able to ride out any condemnation that was thrown against them. They raised quite a family of boys. Butch was here and Butch was the one—I think along with Mike Miller. Mike Miller was a real politician with SLATE, a delightful guy--brought this matter up to the executive committee. "Why are we calling these people Circle "C" sports? Why are they not qualified to be major sports?" There was a lot of argument. Some of it tinged with defense and old manners and not wanting to have any change and those who were just making good sense said, "We've got to take a look at this stuff. Why not provide equality for all people in the athletic field?" Made some progress, I imagine there's more to be made, particularly much more to be made because of the philosophy of intercollegiate athletics at today's level. But I was glad to see us make the advance. I respect Butch for that and was pleased that he won his battle.

LaBerge: Should we go to some of the ASUC presidents? And you can comment. Or do you have more that you'd like to say about the organization?

Williams: I think I've given as much as I can give you about the organization right now. Hopefully I might be able to give something about the presidents--I'll try.

### Function of the ASUC

LaBerge: Another idea would be to give your view on how the ASUC has changed through your time as dean of students to now--either its function...

Williams: I really don't know how it's functioning now because I've been gone from the University thirteen years, or going on thirteen years. As I look back on the work that was done in the fifties, early part of the sixties, I think that I would describe the ASUC program as contributing much more to the warmth of the campus and the opportunity to be able to live within a big institution and make friends. You didn't have to look very far. ASUC was always there and I think we were able to save lots of people who were discouraged and didn't want to stick around this big place. The political emphasis, the greater political emphasis and the change in the latter part of the sixties and seventies, I think, reduced the warmth of the campus. I don't want that to make anyone think that concern of the population at the beginning of the mid-sixties about human rights and values, and the importance of doing so much to help all people, respect all people without regard to race, creed, or national origin, was not valuable. But I do say that in comparing two different institutions within two different periods of time, I would take the older institution. It did more for students than anyone at this time.

LaBerge: It did more for students personally. Something that I read in the Stadtman book, The University of California 1868-1968,\* all over the nation students started looking outward rather than inward and they started being concerned about world affairs, and that happened everywhere. And that the work students did then really had good results. I think that's what you're trying to say, but there was something that was lost too.

---

\*Verne A. Stadtman, The University of California 1868-1968 (New York, New York: McGraw-Hill Book Company, 1970).



Williams: I honor the many people doing what they did. Some great change was brought about by individuals who were committed, but there were also damages as a result, in terms of procedure and techniques used, which is too bad. It could really have been strengthened had they chosen other routes to follow.

LaBerge: Would this be a good time to talk about SLATE [student party backing full ticket of candidates in 1957].

Williams: I think I need to double check on SLATE a little more. I know that we had TASC [Toward an Active Student Community], the forerunner of SLATE. I mentioned Michael Miller. Mrs. Williams, he and I were a happy trio. We respected him very much. He was a thorn in the side of many people, the early part when I came. He wanted to be able to change the world immediately and he was not afraid to tackle it. I liked him. Still respect him. I haven't seen him for a long time. Every so often I read about him and he has done something to bring about social change in communities and areas. I think some time back in Chicago he did some work there. Down on the peninsula. People don't like to see a guy like Mike come into the picture very much because he's disruptive. He makes people think. We enjoyed one another.

LaBerge: Was he president of SLATE?

Williams: Could have been. He was very active with Stiles Hall. Stiles Hall was considered to be the egg-hatching place. You're making me go back to an individual. Bill was one of my great friends. That's Bill Davis. I first knew him as a basketball player at Cal when he was here. Later he became the executive director of Stiles Hall after Harry Kingman. Bill was a broad-gauged student individual. A person who could perceive what's going on, the thoughts of young men, as well as anybody I've ever known. He had a great feeling for them, and never condescension. He died. He left a great legacy. I really don't know whether I can say much about SLATE.

LaBerge: Should we come back to it another time?

Williams: I could make an educated guess.

ASUC Presidents: Roger Samuelson, Bill Stricklin, George Link

LaBerge: Why don't we go on to the ASUC presidents?

Williams: I'll try. I don't know whether I can give any anecdotes or not, but I'll try.

- LaBerge: The first one, I don't know if he was president under you—Jim Kidder.
- Williams: I knew Jim. I didn't know him well. He was the president the year before. He came back to the campus—I think he did some graduate work. That's about as far as I can go.
- LaBerge: One thing that he said in his toast to you and Ruth was that you came from the verdant hills of Marin to the 'sandbox activities' of the ASUC." That seems to be a catchy phrase--the "sandbox activities."
- Williams: I was thinking about the word sandbox. But I haven't been able to really define what they were meaning. I think in most university organizations, some students look at the outer portion of the world around the University and also get very much concerned about their ability to do something about it. They will send petitions to the city council at Berkeley, to San Francisco and to Oakland, to other organizations who are power brokers, to try to get them to look at things differently. If that makes any sense, it is something like what they meant about the sandbox. It's a very nice thing to play in, but all you can do is build little sandcastles, and it won't mean anything. I really disagree because I've seen that operate so very much. Roger Samuelsen did a beautiful job, and had a great plan of making the world better. I think you'll see at the end of the year of the class of '58, a statement from Rog and he achieved his goal. I went right through to find out that most student body presidents really achieve a goal when they have done something and have given something to this great University, to the students of the University, and it has carry-over value.
- LaBerge: Do you want to talk about Roger Samuelsen and what his goals were and what you thought that he achieved?
- Williams: We talked about him at the beginning. Roger started his year with Projects for Progress. There were twenty-six of them. Looking at them I think he cut them down himself to five general objectives. First is academic welfare. Second is economic welfare. Third is social-recreational welfare. Fourth is student government. Fifth, student programs.
- In general, I think they probably fit twenty-six things that he had. In other words, he wanted a campus that was going to contribute to the development of academic welfare. I think, he was talking about students, about academic welfare; he talked about jobs; he talked about Fair Bear Wage...I think we already mentioned Fair Bear Wage.
- LaBerge: We didn't talk about what it was.

Williams: That was agreeing with employers to pay an X amount of dollars for the hourly services of an individual. It was a bargaining chip that Mike Miller, in particular, wanted. They were business offices or business houses who would agree that they would do so, and they would put up a poster that said "Fair Bear Wages."

LaBerge: This was student wages?

Williams: Yes. In social-recreational welfare, we talked about class activities and other performances, the Spring Sing, and Axe Review and all the rest of it. Dramatic events contributed to that. I guess you can say that when those things have been accomplished that student government has been strengthened. The general programs, whatever the general programs are, I don't know. We might go back to something I've already mentioned early in the game. When I first came here, after getting started, I wanted to be able to get some programs moving that would make a real difference. One of them was the development of programs on campus during the noon hour. The first success I had was to bring on October 10, 1957, Walter Gordon, who was the governor of the Virgin Islands and 1955 Alumnus of the Year. He was a personal friend and football coach at the University of California. He came and he spoke on human rights. He was black. Wheeler was jammed and he did a masterful job.

The next thing we got...my Italian is not good, but one day in the executive committee meeting, Jay Bardwell, the editor of the Daily Californian, came in all excited. He said, "We can have Licia Albanese sing. She is willing to come if we can make it within twenty-four hours." My reaction was, "Okay, let's make it." So, we did. She sang in Wheeler Auditorium. The beauty of that woman's voice is something to behold. And the students loved that.

LaBerge: How would you publicize something like that and get that organized in twenty-four hours?

Williams: I don't know. The news went out. The Daily Californian and Stanford and whatever it was and we made it. I don't think I'll ever forget the editorial that was written--[Bobby Jane] wrote the editorial. "We can really get things working. You don't need to be stopped" or something like that.

Then the next one we did was Edward Teller, the father of the atomic bomb. We had him speak on campus. I don't know how many would feel about it this day but that day it was important to listen to Teller.

LaBerge: How was he received?

Williams: Beautifully. There was great deal of enthusiasm about it. There wasn't any give and take by the audience and the speaker. I don't remember that, I don't think so. He didn't have much time. He had just a whole hour and then people had to go to class and so on. But it worked out very, very well.

We were able to do that and that falls under the general program. I had some opposition to these, and I guess, rightfully so, because the Arts and Lectures felt that I was invading their work and their prerogative to have programs at noon. I argued that students also have the right to do so. I wanted to give them the privilege and right to do it. Fortunately I won that one. It didn't last long and it wasn't bad but they recognized that we can produce something and that was accepted. I think it was appreciated by the campus.

LaBerge: This was offered free to students...is that right?

Williams: Always free.

LaBerge: But with Arts and Lectures?

Williams: Arts and Lectures, you paid for them. That was a good difference, I guess.

They used to put on other programs on campus--string quartets and so on at the noon hours. Arts and Lectures did a beautiful job. I don't mean to imply that we were enemies; we were not. We turned out very good friends.

LaBerge: For instance, right now on Wednesdays, at noon, there are concerts at Hertz Hall. It's probably kind of an outgrowth of that.

Williams: It's the same kind of thing.

LaBerge: Any more noon hour people?

Williams: No. Now we get to the presidents?

LaBerge: We were still talking about Roger Samuelson. I have just what he mentioned in his toast--"Remember the new spirit, Nightmare Rallies and SLATE." Do you want to comment on this "new spirit?"

Williams: The new spirit that he touched on--these twenty-six issues, twenty-six statements. The Nightmare Rallies, by golly, were up at the I-House. They had some kind of crazy movies being shown. The Dean's Office got very excited about it. I wasn't in the Dean's Office. The Dean's Office had been excited about it because it goes back to the panty raid that took place in 1956.

- LaBerge: I read about the panty raid in '56, but it had a connection to that?
- Williams: It had a connection if something else would start like that. You know, "Be careful. Let's not let the other University walls fall down."
- LaBerge: One thing that he said was "Arleigh was ASUC activities director, giving us insight but never a lecture."
- Williams: I appreciate that.
- LaBerge: I have comments like that from all these that I've read; it seems they all knew that about you, and felt that you were there to help them and you weren't there to scold them. It sounds like they felt differently about other people--that other people were scolding them or treating them like children rather than men and women.
- Williams: I had a very rich life. Now you're getting me into a position where I don't like to talk.
- LaBerge: It's a real tribute. Do you want to go onto Bill Stricklin? That was the last year you were ASUC director of activities?
- Williams: Yes.
- LaBerge: He didn't mention anything in particular except a SLATE victory.
- Williams: Bill didn't get to come [to the retirement party]. He was over at the islands. I'll give you an anecdote on when he was up in the activities office in Stephens Union. Bill Stricklin, and Roger Samuelson was standing beside him, and he was attempting to do something to Roger. He made Roger change his mind and pretty soon Roger was standing up and Bill went batting against the wall. And he was still going on to change that mind. They were two guys fighting for the principle. Two very strong individuals. Bill was a Phi Beta Kappa. Phi Beta Kappa qualities. Roger's integrity was on the line and there was no way that Bill could change his mind. And finally he gave up and then came back later on and said, "I could have never stood that pressure we placed on him. But I really admire the person he is more."
- LaBerge: Should we go on with the other ones, even though you weren't director? It would come in with dean of students. You can make comments on them. George Link?
- Williams: Old George. I don't know whether you know George Link or not.
- LaBerge: I don't.

Williams: He was a pixie-looking guy. A pixie wit. Graduated with honors here, went on to Harvard and graduated with honors. He is now a very successful lawyer himself. He was the alumnus of the year. Still active with his class and with the University.

LaBerge: How about Brian Van Camp? Or do you have something on George Link?

Williams: The anecdote that I had with George was the change in the ASUC structure. George and Dorie Robbins came over to see me and asked me to be the executive director of the association. I appreciated that. I was thrilled that they would think so. I could do it, but I didn't want to. I thought the dean's profession was the one I would be able to perform better than anything else.

Forrest Tregoe, Executive Director

LaBerge: But they were asking you to come from dean of men to do this? So, who did become executive director?

Williams: Forrest Tregoe. He was the best that anyone could have chosen.

LaBerge: This was after the new student union?

Williams: Yes. Forrest was, I think, at the time, acting director of the ASUC. And I talked with him about becoming the executive director. I talked him into it. They couldn't have chosen anyone who....

##

Williams: I indicated that I felt that he was an excellent choice to become the executive director of the ASUC. He was in the business office first, then went to the association to act as the executive director until an executive director could be found. He demurred when I first talked with him. He changed his mind later. It was after I had talked with George Link and Dorie Robbins. He did take the job.

He went through a lot of hell while he was here--conflict between some students and him on the basis of what was happening on campus. His value system was such that it was very difficult for him to accept a lot of things which were happening. And also against the association and the building. He became very strong about that. He was probably in the wrong place. Ultimately, I think in 1968, he did leave us and went down to Stanford and took a Stanford job as the executive director of the Stanford union. He

Williams: came back in 1972, I think thereabouts. He was a very close friend. In fact, I'm going to see him tomorrow night after the game.

LaBerge: Is he on campus still or is he retired?

Williams: No, he retired.

LaBerge: When you were talking about the completion of the student union, did you have anything to do with that?

Williams: When I came back in '57, I was placed upon the union committee and then stayed on that committee for the completion of the union and the opening of it. I was on the campus. I enjoyed that.

LaBerge: You mentioned that the organization of the ASUC changed. Was this much later that it changed? I have written down that it changed in 1967, but maybe that was....

Williams: No. He left in 1967.

#### Brian Van Camp and Cal-in-the-Capitol

LaBerge: Then we're down to Brian Van Camp.

Williams: Brian Van Camp is one of these guys for whom I have much affection. He was responsible for the development of the Cal-in-the-Capitol, I think, when he was here.

LaBerge: What was that?

Williams: Getting interns to go to the United States capitol for summer experiences working with senators, representatives. He's a very competent lawyer in Sacramento. Last year an old friendship blossomed again in a time of need. There was no question on his part and I explained what I wanted. I liked his response.

LaBerge: He mentioned Cal-in-the-Capitol. He also mentioned the expansion of Cal Camp.

Williams: That's right. Cal Camp was a program that students were starting up like the Lair of the Bear but different from the Lair. We had students who were qualified to be able to work with the young people in the camp. I don't remember much about it. I don't remember how successful it was.

LaBerge: But it was for youngsters?

Williams: It was for young people.

LaBerge: The other thing he mentions: "You helped us struggle at Ex Comm with the recognition of Cuba and the Kerr Directives." Do you want to comment on the Kerr Directives?

Williams: No, I know what the Kerr Directives were, but I'd like a little more time to be able to see if I can think of it differently.

LaBerge: Why don't we come back to that next time?

Williams: I don't remember what it was all about. Castro was there at that time. Let's put it this way: Brian may have been talking about the image the individual was creating for the University by going to Cuba. And that put us in a position where we were the little red schoolhouse and it was not the best thing for the University. What year was that?

LaBerge: It was 1961-62. He also said, "You helped us create classes in Comparative Religion."

Williams: I don't say that we were successful with classes in comparative religion, but students were very anxious to have that developed on campus. And to be able to achieve that in the academic senate. The academic senate is the one who is going to make the proposal for any change. I don't think they were successful, but they gave it a good try.

LaBerge: Something I noticed in the Blue and Gold, listed under clubs and activities, was a Christian Science Organization and then the Youth for Christ and Newman club. Did they come under the ASUC or were they just separate groups?

Williams: Just separate. Newman is the Catholic church for students. That's when Newman Club was on the other side of the campus. The Youth for Christ--that was a separate religious movement. They had big efforts to get to campuses and have the opportunity to evangelize individuals and interest them in dedicating themselves to God.

LaBerge: Was Campus Crusade part of that too?

Williams: Campus Crusade--that's where I'm a little confused. Youth for Christ and Campus Crusade...maybe I'm describing Campus Crusade. The other use of the word "crusade" would be like the Community Chest crusade or something of the sort. I'm not so sure which one. Jim Hart helped in the campaign for the University's commitment to the yearly budget. I have to check that to make sure.



- LaBerge: The last thing that Brian mentions is that you helped them get a "recruiting desk for the Peace Corps."
- Williams: That was easy. [laughter]
- LaBerge: That was sort of the beginning of when the Peace Corps was becoming very popular. Something that I read said that more Cal students belonged to the Peace Corps than students from any other university.
- Williams: Yes. I wished I had done a better job with the Peace Corps, but it came later at the time when we were a little bit busy....
- LaBerge: During the FSM [Free Speech Movement]. How about Ed Germain?
- Williams: Eddie Germain. I can't tell you very much about it. He was a delightful young guy. What did he say?
- LaBerge: He just said, "Wish I can be with you this night." He didn't mention anything in particular.
- Williams: He was a friend.
- LaBerge: I have a few things jotted down from what you said in a resume you were doing, as ASUC activities director--actually we may have already covered a lot of this--but new organizations that were developed.
- Williams: The new organization of the ASUC preceded me by a year, and the new organization came into being.

#### Other Issues in the ASUC

- LaBerge: One thing you mentioned is the Educational Events Board, and another was public affairs, ASUC university-type meetings.
- Williams: That's what I was talking about with Walter Gordon and Licia Albanese.
- LaBerge: What about conversations that sounded more informal such as "Conversations in Religion?"
- Williams: We developed quite a seminar on "Conversations for Religion." They were held on the fourth floor of Stephens Union. That was the program where...It was intellectual exercise, not something that was going to be criticized for being manipulated by the

- Williams: organization or emphasizing support for the organization, but it was to find out more about the background of each religion. I felt it was a worthwhile program.
- LaBerge: Would you have representatives of the various campus churches?
- Williams: Ministries all around. We're surrounded with them, as you know. I was proud of that.
- LaBerge: For instance, how many would you have had during the year?
- Williams: Number—I don't know.
- LaBerge: Another thing you mentioned was the forum--discussion of issues about problems of the University community or beyond campus.
- Williams: I don't know what I was talking about. There are no titles of the forum, no indication of what it was? We used Stiles Hall; we used the Y House. We met at the corner on Bancroft and College. The only thing I can think about is very similar to what we were talking about before.
- LaBerge: That's why I think we may have covered most of these things. The last one was science. You said you hoped to relate new developments in science to social sciences. Maybe, for instance, that's why you had Edward Teller come.
- Williams: Where did you get this?
- LaBerge: This was from your resume as activities director, saying what you were doing as activities director. You can look at this.
- Williams: These are just new boards. Educational Events Board. I think what I was trying to emphasize here was there was a growth... I think that's what it is. Where was I going?
- LaBerge: It was in your file, 1959.
- Williams: Fifty-nine. I was going over to the dean of students. Maybe it was necessary to put some words down.
- LaBerge: Would you be able to sum up what you thought your contributions to the ASUC were, at that time?
- Williams: No. I have difficulty talking about myself. No, I'm not ready. I don't mean to...it was a very successful experience.
- LaBerge: There was just one other issue during that time and that was graduate students' affiliation with the ASUC.

- Williams: The system started here. The graduate students had to pay a fee along with the undergraduate students. I remember the graduate students were very anxious to get out of the ASUC because the ASUC, itself, was not meeting the needs of graduate students. Basically, there was a conflict.
- LaBerge: So they did withdraw, is that right? How did they go about doing that?
- Williams: I don't remember really how that was done. We were taking the fees, collecting the fees when they originally came in--they paid fees at the beginning of a quarter or a semester. I don't know, Germaine. I might be able to trace it.
- LaBerge: Was there animosity or was it done in a friendly way?
- Williams: There was some animosity in relationships of one or two graduate students that were fighting. That was the only thing that I can remember.



## IV DEAN OF MEN, 1959-1966

Recruitment and Responsibilities

- LaBerge: There was probably a small group compared to... Anything else on the ASUC? You can say how you then became dean of men--how that transition happened. I'm sure someone came and asked you.
- Williams: Once again, I bring in the name of Bill Shepard. Hurford Stone had resigned. Bill Shepard was named to be dean of students. Bill came to me and asked me if I would be the dean of men. I said, "yes" and with all emotion. This was a lifetime achievement. I felt this to be a lifetime achievement. I told you before that I was dean on a high school level, a dean on a junior college level and a dean on the college level. I guess I can say that I was not very modest about it. I was pleased about it. It was a good profession. I like people. If I can help any, that is a gauge of success.
- LaBerge: It sounds like the ASUC was just sort of a stepping stone to that and you were doing more of the same kind of work in some ways.
- Williams: That's right. I was doing more and had more tools with which to work. It was a great opportunity for me to be able to work with students whether they were male, female, adult, or whatever. I had the opportunity to be the advocate for or beyond wisdom for, individuals who needed and deserved help.
- LaBerge: As dean of men were you responsible just for undergrads or graduate students also?
- Williams: Students.
- LaBerge: Students in general. Do you have any comments on the different emphasis or different treatment of undergrads versus grads?

Williams: Somebody will get upset. People will get upset if they hear me saying, "Fundamentally there's no difference." I think I will stick with that statement. A human being is a human being without regard to, sometimes the extent of their education or brilliance, whatever. If he's got a problem, he needs help. A guy in my position has the opportunity or should take the responsibility of trying to give that person help. I still have to say "help" in a broad sense because you never know just exactly what's going to happen. I felt that I was benefited immensely by the experiences that I had up to this time in my educational career. I felt that the breadth of it from the liberal arts including a very generous amount of biological and psychological information that I was able to obtain through classes and personal study, and being known as the quack of my family for several years, I felt that I was well qualified to help people. [laughter]

LaBerge: One reason I asked you that question was because different people have made comments that it's the graduate student people are focusing on, that the undergrads aren't getting as much attention—I think this is maybe academically—that it's more important to do research and that the undergrads lose out.

Williams: But the graduate students also have difficulties, and we were there to help all students.

LaBerge: In some ways, because graduate students are really serious about what they're doing, they can have even more difficulty. I think, psychologically they would need the help of the dean of men.

Williams: I don't know that the intensity of it is any greater in the academic adult program than was in the undergrad. The intensity of it, I guess, depended entirely upon what forces were working inside, and it can happen to anybody. It even happened to me. It's an experience that I never thought would happen to me. I became much wiser as a result of going through that. I didn't get embarrassed about it.

LaBerge: Was this because of everything happening on campus?

Williams: No, this is the last few years. I just went into a deep depression. I think that a part of it was—a good portion of it was chemically caused, which is too bad. I grew up more. Not so prone to make judgments about the frailties of human beings any more; it's quite a lesson.

LaBerge: It sounds like all this time you weren't so prone to make judgments about the students, because of the way they felt they could communicate with you.

Williams: I told you one story, an anecdote. It happened at the College of Marin. It may be on the record. I saw many of them over there. One of them came and started talking and I interpreted that something was wrong. Then I asked a question about what I thought was bothering him. And he looked up and said, "You know, Mr. Williams, that's none of your business." That taught me considerably. That said, it's important to have a good ear. It's important to not just hear, but hear what he was saying, what she was saying. You trapped me, you got me started talking on these things.

Silver Anniversary All-America Award from Sports Illustrated,  
1959##

LaBerge: Why don't we go back to something you mentioned and that was the 1959 Silver Anniversary All-America?

Williams: I think that was the second year that Sports Illustrated made this selection, not because of football competence but because of the competence of the life, that those of us who were selected had in the twenty-five years.

LaBerge: This was for you and your teammates from the football team?

Williams: Yes, there were twenty-five of us throughout the nation selected.

LaBerge: But you had received the award for playing football.

Williams: I had, but they were not aware of it. That didn't enter into the criteria for the award. It was an honor and I appreciated it. I got a little medal and I can use it as a tie clasp. They don't do it any more. I regret they didn't. I was pleased that they got it that year. I didn't expect it. I should have dropped a magazine along and let you see it.

LaBerge: Maybe you can do it next time?

Williams: With a little help, I'll do so. I think I still have it.

LaBerge: For the Silver Anniversary they printed another article, is that right?

Williams: There was an article in it. I believe this particular issue had a goal post on it, on the Sports Illustrated. Indication that the story is on the inside. Exactly how I got it, I don't know. I was very appreciative for getting it and I'm glad somebody recommended me and that I passed. That's all I can say.

LaBerge: You don't know who recommended you?

Williams: No.

Extra University Service and Committees

LaBerge: I have a list of various committees or University service you did during the years you were on ASUC, and one is Chancellor's Committee on Proposition 3. Do you remember what Proposition 3 was?

Williams: We needed money and the University was making every effort to attain it. I think that this was trying to do something within the rules and regulations of the University to pay what was very important to our needs. That's a wild-eyed guess on that.

LaBerge: Okay. What about Strawberry Canyon Development Committee?

Williams: I liked that one.

LaBerge: I like Strawberry Canyon. I go up there a lot and swim.

Williams: I was on Strawberry Canyon for some time and I was the chairman of the Strawberry Canyon Committee for the building of the new pool. I was the one who helped to build a pool that was slanted on the one side--it was purposely done. We wanted to be able to have it slanted so that people who were slow and didn't want to get out and really swim would be able to stay in an area where it would be comfortable for them. But at the same time we also wanted to get it deeper so that the people who wanted to really swim could do that, so that there would be no conflict between the swimmer and the nonswimmer. That was a good committee.

LaBerge: Before that time, was there any recreational area like that for people?

Williams: The first part of Strawberry Canyon was built within that one place and the only other places would be Hearst gymnasium and Harmon gym.

LaBerge: In part, the funds for this came from the Haas family or foundation?

Williams: Yes. Family. Elise Haas, I think, it was; it was the foundation.

LaBerge: Another one is the Greek Theatre Use Committee.



Williams: When was that?

LaBerge: This was some time before 1959. My thought was, maybe there was a question as to who could use it, or whether one had to make an application to use it, or whether it should be used for rock concerts?

Williams: We had problems with rock concerts particularly for the surrounding community here. We had to do things for that, but I'm quite sure that that must have been before '59; it might not have been. We were trying to convince the people up there that the level of sound was going to be muted somewhat, so it won't bother the surrounding community. I can't think of any other thing.

LaBerge: Campus City Coordinating Committee.

Williams: That was an attempt to develop sound relationships between the University and the city to make every effort possible to create a good marriage between the two of us. Problems would probably have been presented to us, that we can help and do something about. There were certain things we could not do something about. I think it would be related to campus-community relationship.

LaBerge: What was the relationship at that time?

Williams: It was always difficult. We were being the bad guys. But I won't say that they were so difficult that we didn't develop a certain relationship between one another. Whoever was on our committee was saying how can we get anything done? I think we might have been successful...individuals on the committee could have been very successful in helping to resolve the difficulties we'd been having. We were not going to be the big bad dog. But we also had to protect what was necessary. We ran into that problem when we put the lights on up in Strawberry field. We caught hell on that. And I was on the end of it catching hell on the campus side.

LaBerge: Was this disturbing people?

Williams: Disturbing people because the lights were shining in their rooms. They had an issue and at the same time we couldn't do a darn thing about it when you're trying to take care of 30,000 students. We have to do the best we can.

LaBerge: Student Center Subcommittee. Is that just the new union?

Williams: That's the subcommittee of the union.

LaBerge: Dwinelle Hall Broadcasting Facilities Committee.

Williams: That was with our Radio-TV Committee, which we didn't put as one [on the ASUC chart].

LaBerge: That was one of your committees?

Williams: That was one of the committees. Radio-TV, doggone. We had the use of the facilities. I don't think there was any problem that was created but just making arrangements to be able to have the time, so we can be there and not find somebody else there, and more or less coordinating the use of the facilities. That was a good committee. On that, was Ron Robie. In fact, there were two of them, Ron Robie\* and Dick Capp.

LaBerge: Students who were active?

Williams: They were active later. One of the fellows who was active was on Jerry Brown's [Governor Edmund G. Brown, Jr.] Resources Committee. He was the expert on water. A young fellow who was complimented tremendously by politicians on both sides for his work on resolving problems concerning routed water. We'd better hire him back.

LaBerge: What kinds of programs did the Radio and TV Committee do?

Williams: They had good stuff. Students, themselves, were running it. Ron Robie and Dick Capp. Let me see that book [Blue and Gold]. I might find something there. This is something we need to talk about too, that's PIC, the Foreign Travel Council. The Ushering Council was already in there. Project Mexico.

LaBerge: I was amazed, looking through, at all the things that were available, that were going on.

Williams: I don't think I'm off base on that, but I think it was a great time on campus. I remember Fred Stripp. Fred Stripp was a professor of rhetoric here. He's still around. He is the person who comes in--the last part when [President Richard] Nixon says we're going into Cambodia. He had a great part to play at the same time in getting students who wanted to go off throughout the state of California to explain who students are in Berkeley. It was very positive. Richard Capp and Ron Robie, they were the two guys that really took this and made something of it.

LaBerge: Was the radio musical programs or talk shows?

---

\*See oral history of Ronald B. Robie, "The State Department of Water Resources, 1975-1983," an oral history conducted by Malca Chall, the Regional Oral History Office, The Bancroft Library, University of California, Berkeley, CA 94720.

- Williams: They even had me on the radio once. No, it was a talk show; there was some music. Ultimately, with [Chancellor] Glenn Seaborg's help, we got the radio expanded to residence halls and so on. Now it's still functioning, I think, more effectively perhaps than it did. But they were conscientious about it and gave a lot of time. They were very fine students.
- LaBerge: Before it was broadcast in residence halls, where was it broadcast? Where could somebody listen to them?
- Williams: That would depend, I guess, upon the strength of it. I can't answer that. I don't know whether that came out of where they were located in the studio or some other place. The experts who know something about transmission requirements and power have to answer that; I'm not knowledgeable.
- LaBerge: How about Orientations and Counseling Committee? To me that sounds like what part of your job was.
- Williams: Yes, it was. We created that. We had programs for parents. We had programs for bringing the youngsters, the young people here for a week's orientation, living in residence halls. We stressed the fact that the dean's office was also very much involved in this, that the counseling center was very much involved in counseling, and that those were sources of getting information. If you need help, there's somebody who knows what's going on. Sometimes it didn't have any immediate results of having people change, but that's fine.
- They had certain things they were doing and if that's wrong, then we would try to correct that, or tell them how they could get it corrected. The thing that I did differently from being dean of men was to try to do my best to find out about the people who were put on academic probation. I managed to get in touch with them and talk with them and see if we can set up a program that they would follow throughout the year; perhaps it would be useful and a way of keeping them in the University. I can't say that the results were as good as it could have been, but I did remember once in making a study on the results of those who came in for assistance--who voluntarily came in for assistance after letting them know that if they wanted help, they could come in--against those who did not. I think the results did show that those who came in for assistance were more fortunate in retention than those who did not. I'll leave it there.
- LaBerge: Okay. Parents' Day Committee. Is that what you were talking about? Is that all parents or just new parents?
- Williams: It could be all parents. It was a nice experience.
- LaBerge: Public Relations Committee.

Williams: That was a University committee that I wasn't on. That was probably with Dick Hafner.

LaBerge: What was his position at that time?

Williams: Public Information Officer. And Ray Colvig.

LaBerge: That about covers that part. How about if we stop there?

What's Cooking in the Deanery?##

[Interview 4: February 6, 1989]

LaBerge: I think last time we talked about how you got your job as dean of men, that Bill Shepard called you up and brought you over from the ASUC.

Williams: Bill asked me if I would like to become dean of men. I told him "Yes, I would," because becoming the dean of men at the University of California was one of my highest ambitions and hopes. I might be able to be related to him and to the Dean of Students' Office. So I jumped at the opportunity. It was a very interesting job.

Frequently I got all sorts of questions and one that interested me much is "What does the dean of men do?" So, I decided it was about time that I put things together and talk about a typical day in the Dean of Students' Office. I did so and it took on the beautiful title of "What's Cooking in the Deanery?" [Mr. Williams referred to his notes.]

Starting with the first person who comes in to my office--he had an academic problem. It was a young man in a panic and he seemed to be in a very serious state of anxiety. It was late in the semester and I wondered, too, whether he was trying to test me and whether or not he might have a little dishonesty in his soul. But then I discovered that his mother and father had tried to commit suicide during the year, that his father is in Agnew [State Hospital] for the third time. The problem had been going on for a period of three years. He had lived at home, tried to give his family some stability. He was down grade points and he was going down more grade points. He would be eligible for dismissal." My question was "Should this young fellow be dismissed? Is there a way to prevent it? What to do? How do we do the best for him?" (He has top-flight ability.)

LaBerge: Maybe I can ask you a question here. Was part of your responsibility deciding if someone should be dismissed or not?

Williams: No, it was not my prerogative to decide whether or not he would be dismissed. I made it my responsibility to make sure that I did everything that I could to help him, and perhaps I might be able to prevent him from being dismissed.

LaBerge: Could you speak to a faculty person?

Williams: I could speak to the dean of L & S [Letters and Science] or the dean of the College of Chemistry.

The next student was a student in the College of Chemistry. His story was whether or not he should change his major field. He had the freshman blues and the problems of transition, which are faced by many freshmen, particularly the bright ones. They never had to work very hard in high school. What did I know of him? What are his intellectual factors? Where are his strengths? What is his motivation? Is he serious? I felt that perhaps he could be. And what he is to be....

I had some concerns about him: whether he was really serious about it; whether he had the motivation to do his job. My response was that I thought that he could be, on the basis of what I saw and what he's thinking about. I didn't know what his strengths were, whether he was seriously motivated. I took the position that he could be because he gave the impression that he was very serious about what is going to happen to him and his life and how he was going to work it out.

The next visit was a 3.5 student, political science major, wants to go into law and asked if he could close the door. "What should he do?" His girl is pregnant: he wants to be honorable although he doesn't really want to be married. He thinks, though, that he can make it work and that love will develop. Can he get out of school for the time being without penalty? Can he get some help to get a job?

LaBerge: In a situation like that with a student, who would you talk to, to help him out? The dean of the law school?

Williams: No, in a situation of this sort, I would have to go to the dean of the college or the assistant dean of the college and present all of the arguments that I knew would make a judgment that, "Yes, here is a young fellow who's in trouble. He's a good one; he's confident; he's able to do a good job, but he's really concerned about the problem that is going to result from the pregnancy of his girl and how it's going to relate to him--how it's going to relate to his own family and her family." So, I wasn't wise enough, necessarily, to be able to make a fine judgment every time something like this was opened. The only thing that I could do would be to try to test it as well as I possibly could to make sure that he was honest and that he was

Williams: really concerned about what's going to happen to him. And I felt that it's absolutely correct and that I would go ahead with what I could do to give him a hand.

In this instance he felt that he needed to get out of school and he needed to get out of school at that particular time. This is one of the things that made me sure that he was in pretty good shape because he came up with a 3.5 grade point average and he was a political science major. It looked to me that he has the stuff that is going to enable him to be a confident student. Why not give him an opportunity to keep going?

LaBerge: Is there a reason he would come to see you rather than to see the dean of his college?

Williams: Well, technically, it's an academic problem and he should go to the dean of the college and talk with him, because I really had no responsibility for his work as an academic person. That depended upon what the College of Letters and Science felt.

But, I got these things coming directly to me and I got students coming directly to me because, for some reason, some of them learned that I would be willing to listen and try to give them a hand to straighten out the problem if I possibly could do so. I didn't mind being the ombudsman for the students, because that was what I was actually acting as.

The next student I saw was a son of an acquaintance of mine. He was a top-flight youngster; he was at this point rebelling, and quite tense. He left his parents and was obviously on the verge of a psychological breakdown, but not yet ready for psychotherapy. Then a follow-up conference with his parents, trying to find the right words of wisdom to bring about an appropriate solution of the problem.

The next thing I saw reminded me of the "cloak and dagger" affair. He came into the office in a very interesting way. Didn't want to be seen by many people. Closed the door without checking with me. He had a big deal cooking but he wants my opinion and my reaction before he does anything about it. Then he let me have the "\$64,000 question": "What would I do if a group went down to Stanford and stole the Axe?" The dean immediately becomes an Old Blue; my calendar for the day is rearranged for some official reason. I never had an appointment with this young fellow!

Following this I had a meeting with the Committee on Discrimination in Housing or the Committee on the Development of Strawberry Canyon.

LaBerge: Tell me about the Committee on Discrimination in Housing. Is this for students?

Williams: The Committee on Discrimination in Housing was quite real, at the time that this was coming up, because this became quite intense. Students were involved in some way. We had fraternity groups that were going to sign an oath that they did not discriminate on the basis of race, creed, or national origin. We met with serious purpose, doing our best to make sure that the fraternities had the right to be able to administer their own programs but in so doing, they had a responsibility--if they wished to utilize the name of the University--to make sure that there was no sign of discrimination relative to race, creed, or national origin. In other words, they were to accept people as human beings and do the best they can as human beings.

LaBerge: Did it apply to sororities and dorms too?

Williams: Same thing. This was a very tough thing for some of the Greeks to be able to just accept what was going on. It had some basic problems associated with it, because in a sense we were really saying: if you're going to have the association with the University and you want to utilize the name of the University, then you've got to make sure that you do accept the human being as a human being, and that no exercises be imposed upon them.

I would rather try to put this together in a different way. I'm trying to describe the day where I usually had the opportunity to meet with young people about fifteen minutes at a time and listen to them and do what I could to help resolve any personal problems, or listen if they just wanted to talk or they had some proposals to offer for the University as a whole. When I look at that now and I think back upon the beginning of my presentation [to alumni groups], I don't know what they thought.

LaBerge: Well, when you would give a talk, to a group of students or to a group of alumni, how long would you speak?

Williams: Some talks would go on for half an hour, forty-five minutes or so. I was not the most verbose person that ever came to the University. I felt that I had the ability to be able to make some statements, at least, much more competent than I am able to do so right now! We were trying to explain the University's position. This was serious business of keeping a balance among the students, the alumni, and the community.

LaBerge: What kinds of questions would people have for you? For instance, alumni?

Williams: During the things that we're going to get into later, questions were constantly being presented to me, "Why don't you get rid of them? What business did they have trying to tell the University what should be done, what they should do, what the University should do?" They needed students and they wanted to go to the students and have them meet and have them accept all the rules and regulations. "Don't put up with anything like you're having to do." Very much concerned about the freedom of speech, discrimination. "What right do you have to tell people that if they wanted to come to the University, be associated with the University organizations, that they must abide by the principles?"

Governing students, student organizations, and particularly, governing the individual, himself or herself. Financial problems--had to worry about that. Students needed work, "Is there any way you can help find a job?" One had that ability too. One of our offices got great help from the supervisor of grounds and buildings.

Had some great questions about civil rights, our actions about civil rights.

#### Responsibilities of the Dean of Men

LaBerge: When you became dean of men in 1959, to whom were you responsible?

Williams: Bill Shepard was the dean of students and I was immediately responsible to Bill. I think I told you about my relationship with him before this time ever occurred. He was my boss.

LaBerge: And ultimately, through the dean of students, you were responsible to the Chancellor?

Williams: Yes, you had to be responsible to the Chancellor. Although we are going to have to go back because the set-up, the arrangement was with Alex Sheriffs; at this particular time he was vice chancellor of student affairs. The dean of students would be immediately responsible to him.

LaBerge: And at this time, was Glenn Seaborg the Chancellor?

Williams: Glenn Seaborg was the Chancellor at that time. He was the one who authorized my appointment as dean of men. And subsequent to that it was Ed Strong.

LaBerge: How much contact did you have with the Chancellor yourself?



- Williams: Not a great deal, although I had a bit more time to spend with Glenn Seaborg because Glenn asked me to be a member of a search committee for a new football coach. That happened when Pete Elliot was coach [January 1960]—the coach of our team that went to the Rose Bowl—and left the University in the spring. We had to find somebody to take the job. I did have a lot of time to spend with Glenn because he was a person who was very much interested in athletics. He wanted to be informed constantly.
- LaBerge: Would you have taken part in the interviewing process for the football coach?
- Williams: Yes. I took part.
- LaBerge: Is that a normal thing for a dean of men to do? Or was it because you were interested?
- Williams: Not necessarily. This happened because one dean of men was interested in football, presumably had a football reputation. They may have thought that I had the ability to choose someone who would be a good coach. All sounds well, though not necessarily valid. We did have the opportunity to meet all of the people who were applying for the job. We met frequently. Glenn Seaborg is a very fascinating individual. With all of his power and in spite of all of his greatness, he is a very humble person.
- LaBerge: Let's just finish that up. Who did you choose for football coach?
- Williams: Interestingly enough, we chose a person by the name of Marv Levy. Marv Levy's appointment brought about great consternation on the part of many people interested in the University. Going back to what kind of questions people asked, people asked many questions. "Why in the world would you ever select Marv Levy?" Because he came from New Mexico and he had a good reputation; but he didn't have sufficient reputation to be considered as the coach that most of the alumni wanted, felt would be a better coach at the University. I'll leave the name of that other person out because he is now dead; he can't support himself in the arguments.

He was a good one, but we found out something was wrong. We had to really dig very hard to find out whether he had the qualities we wanted to have in a coach. We finally made contact with a person who knew him well and he seemed to substantiate our feelings that the one that we would like to get should not be obtained and that Marv Levy would be the best coach we can get. So we took Marv. Interestingly, he was one of the coaches in the year of 1989 who coached a New England team in one of the playoff games.

- Williams: Yes, he was a good coach. Marv did the job. Another coach who came with him here was Bill Walsh.
- LaBerge: Who was responsible to you when you were dean of men?
- Williams: I had several people responsible to me. You better pull out the list. [Referring to notes.]
- LaBerge: Maybe you can comment on what their function was and what your relationship was.
- Williams: Tom Dutton was the assistant dean of students. I think that I have to tell you that all of them in the office had the responsibility to perform functions that were going to be helping the students to be successful students: helping them with housing, work, their relationships with the deans of colleges; to help get jobs, and make sure that we were going to be as effective as we possibly could be. We had the facilities of the campus, starting with Cowell Hospital for individuals who felt they were in need of assistance, physical help or mental help. We had a Counseling Center with the best of facilities to be able to determine qualities of students, whether or not they had sufficient qualities to be successful students.
- LaBerge: Would this be psychological counseling?
- Williams: Psychological counseling.
- LaBerge: Would someone just go to that center or would you refer them?
- Williams: They would go to the center and we would make references to the center. They would go to the Placement Office; we would make references to the Placement Office. If you needed housing, you would go to our Housing Office to be able to...
- ##
- LaBerge: Could you tell me a little bit more about the Counseling Center? I think I read that you had something to do with setting that up.
- Williams: I did, in the latter part of my career here. Very much involved in working with the Counseling Center. There was difficulty in the Counseling Center. There were some changes that had to be made and I was responsible for getting those changes made.
- LaBerge: When you say the latter part, do you mean the seventies? Maybe we'll come to that later.

Housing for Students

LaBerge: What about housing? Wasn't there a scarcity of housing for students then?

Williams: We got the first residence halls in '59 and then the other units followed along. I was on the Housing Committee and we continued to develop more as we went along. In the latter part, we had to go ahead to develop housing on the northern part of the campus, which had property available for housing. We were in the process of developing new housing for the People's Park area and then we unfortunately.... The Regents closed us down before we were able to shift to that.

LaBerge: Is that in the later sixties?

Williams: Yes. We were responsible for seeing that University Housing was doing the best job possible for students who had found university housing in which to live.

LaBerge: Was there a housing director who would take care of all that?

Williams: Yes, Ruth Donnelly was the director of housing.

LaBerge: But she would come to you?

Williams: She was a member of our staff. Yes. Peg Dewell was her assistant. Scott Wilson was the business officer; Ed Hendricks was his assistant. They had other people below them to be able to cover the work that had to be done in a large operation. And rules and regulations governing housing that were...They did the best they could to keep the rules as fair as it was humanly possible to do. Rules and regulations of living. It was a big operation, but it was an effective one. Ruth Donnelly--a very bright person.

LaBerge: How much did you get involved in making the rules or regulations for living? Or follow-up on that?

Williams: I could be a critic of the rules and regulations for women! Although, to cut out this facetiousness, yes, each one of us meeting as a group in the Dean of Students' Office, relative to housing problems, were equally involved in doing what we could to find and to administer the housing office as fairly as we possibly could. Ruth was the administrator of it--strong and very positive. I had more fights with her than I think I had with anybody else. They really weren't fights but I had a great love for that woman. She was a top-flight person. Peg was another. We lost each one of them; they died not long after they left the University.

- Williams: We also had to work with the co-ops. Co-ops had the responsibility of running their own organization. We had the responsibility of working with the fraternity system, sorority system and making sure that all housing was properly taken care of and that they met all problems of health and safety, and environmental health and safety inspection. That leads us to another office--the Environmental Health and Safety Office, also participating in inspections. It was made up of all men. I don't know why I said that.
- LaBerge: That was what it was like.
- Williams: That was what it was.
- LaBerge: At this time, was Katherine Towle the dean of women?
- Williams: Katherine was the dean of women when we first started out. Yes. She was the dean of women when Bill was the dean of students and I was dean of men.
- LaBerge: Would you say that your two responsibilities were similar, except hers were with women?
- Williams: Yes. We each took dual responsibilities. Tom Dutton, for instance, was one of the coordinators, supervisors of housing doing the job, from the Dean of Students' office--and working with people, working with the head residents, obtaining head residents when needed, and discipline problems that arose in those days.
- LaBerge: How about financial aid? That person was responsible to you?
- Williams: No, Bill Shepard was responsible for financial aid as dean of students. It changed at various times. He was assisted, very capably, by Louise Skain in terms of addressing the needs of all of the groups--financial administration of the housing program. He worked directly with Ruth Donnelly, worked directly, too, with Scott Wilson and Ed Hendricks; Peg Dewell was the assistant. I understand that that's repetition but that's what happened.

And then I became the dean of students and I had the responsibility of the financial aid and of housing. I was very much assisted in terms of so-called administration and financial operation by Louise. She was aware and knew every responsibility of the Dean of the Students' Office--the most knowledgeable person who was needed constantly.

Foreign Students' Office

LaBerge: How about foreign students? I think foreign students were connected with the Dean of Students' Office.

Williams: For some reason, Sherry [Sheridan Warrick, Director of International House] was adopted by us. And he ran the Foreign Students' Office as we would have liked at the Dean of Students' Office. [Associate Dean of Students Marvin] Dean Marv Baron and one or two....

LaBerge: How much contact did you have with foreign students? Or was it mainly through them?

Williams: Foreign students or the Foreign Students' Office?

LaBerge: Foreign students themselves.

Williams: Not much really. Foreign Students' Office was managed as capably as any office on campus. I did have contact with them--meetings about management procedures and so forth. I maintained a contact with Sherry, and with Marv Baron weekly. We met and acted as a committee, the three of us, what we needed to have done. This relationship is one I cherished, I think as much as I cherished any of them: the thoughtfulness of the two men who were representing International House and the foreign students and the opportunities to have really serious discussions about how we were going to do things and resolve difficulties as they come up. Marv was doing most of the representative work with the graduate deans. Marv is little bit feisty, and wonderfully so. And Sherry would see that everything was straightened out and everything was in good order. They were good guys to have and I looked forward to the hourly meetings that we had, the weekly meeting that we had.

LaBerge: Do you think we have covered everything as far as who was responsible to you as dean of men?

Williams: Probably not. I think we've covered all of it but I don't know that we were able to describe just exactly what the responsibilities were. This is where I get mixed up a little bit.

The Dean's Philosophy

Williams: I felt very strongly that our responsibility was to help each student to become a successful student. That is a generality that may not be worth anything at all. But when it comes to

Williams: trying to help individuals, there is no stopping point. You've got to be willing to do just exactly what is necessary to help them resolve whatever difficulty they may face, or help them create things that are going to be something that will last, and assist other students as they come along.

LaBerge: From all the comments I've heard, I think it's obvious that you did that, because even during the Free Speech Movement when there was so much controversy, the students still trusted you--even the ones who were mad at you or whom you had to discipline--they still came to you and trusted you, even though you were looked upon as one of the "bad guys." Wasn't that true?

Williams: I've been told that.

LaBerge: Why do you think that happened? How did you maintain that kind of contact and maintain that trust during all the turbulence?

Williams: I can make a statement about it and then sound like I'm a fool or sound like I'm totally egotistical.

LaBerge: No, because I think people need to know how to handle situations like that.

Williams: I like people, Germaine, and they belonged to me--they were my job. I felt that I had to be as honest as I possibly could with them. I did not want any one leaving with the feeling that I am dishonest or I am trying to do something in a fashion that really didn't mean anything. I would like very much to feel that, yes, that I was respected. I would very much like to feel that I got that respect because I respected the other person on the other side of the fence. I felt that throughout my career--high school level, junior college level, during World War II--that each one of us has certain needs. I can go through and expand and be pontifical if you want!

You want to be loved, you want to be respected, you want to feel needed. You can go on and on and say there are certain things about human beings who have feelings, and describe his or her desire to be successful. I hope that I expressed it, I hope that I did it; I don't know. I like to hear that I was. Sometimes I wonder, "Where the devil did they get that stuff?"

I gave a speech--maybe I better get that speech out--about the most important person in the world. It was very simply stated, with a little exercise as they went along. I would have you look to your right, look to your left and you'll see the most important person in the world. No one loses out on that. Each person gets looked at. Each person, I would hope that by the time that we got them, that they could know that it was their

Williams: deal. I was pleased when one of them at the FSM [Free Speech Movement] twentieth anniversary was back--and I won't give the name--that the response was, when they said "a fair deal."

LaBerge: That is a great accomplishment, particularly when you have disagreements with people--for people to still feel your integrity and fairness to them. And also I would think, for instance when you were held hostage in your office or maybe bodily threatened, that you can still treat people that way.

Williams: Did you say "bodily threatened?"

LaBerge: Maybe you weren't.

Williams: No.

LaBerge: Then just held in your office and not being able to get out.

Williams: I guess I was lucky. They came in and took over the office one time when I had a little bit of the flu so I didn't need to worry about that. That wouldn't have bothered me. I had to resolve that somehow, somehow. No, I was not physically threatened. There were times when others thought that I was physically threatened.

LaBerge: But you never felt that way?

Williams: No. I never felt that way, I guess, because of my own personal security. I had no need to worry. That doesn't mean that I have not been concerned sometimes about mentally unstable individuals, because I was. That is one of the things, too, that I learned much about from being a probation officer for a year with Contra Costa County. Academically, I remember much about Olga Bridgeman's abnormal psychology course that I took here. I think it was my junior year that I had her; she was a wonderful teacher.

I'd go back, too, and say that there were times when you can put yourself in a very difficult position and you want to be careful. You can't be foolhardy. I cherish that part of my reputation and I only hope that it's right.

LaBerge: I was reading through comments from your retirement dinner. There was one in particular from now-Chancellor Heyman saying that even when you were responsible for the suspended students in 1964, that they still held you in respect. Heyman then was on a disciplinary committee and worked closely with you, it sounds.

Williams: I'll accept it. I like it. I can only say "Ah, shucks." I like people. I think I know what my needs are, and I don't believe that my needs are any different from any other person who walks on the face of the earth. Thank you.

Disciplinary Procedures

- LaBerge: Let's go on to discipline--maybe even before the Free Speech Movement--so we can get a general picture of what your responsibility was. On the University campus, who was responsible for discipline? Was the administration, or were the faculty, or was it a combination?
- Williams: Dean of Students' Office. We were responsible for the administration of disciplinary policies. That is why we were the ones out on the bricks having to cite people, and we were the ones who had to make the presentations before disciplinary committees.
- LaBerge: Who would be on the disciplinary committees?
- Williams: We had many. One of the greatest guys on the campus, better known as [Ronan] Ron Degnan. Ron died. He was a professor of law. I don't know that there was any person who was more responsible for making sure that each person who was going to appear before the Disciplinary Committee would get a fair treatment. He was very, very cautious, very much determined that there would be no abridgement of any law governing the rights of a human being. He saved the University in so many ways, too. Mike Heyman was one. Preble Stoltz.
- LaBerge: Now these are all law professors. Were there others?
- Williams: Dick Buxbaum.
- LaBerge: So, on the Disciplinary Committee there were faculty?
- Williams: Yes, all sorts of faculty.
- LaBerge: Would they volunteer to be on these or were they appointed?
- Williams: I would ask them. I would put them on the spot; they knew that it was going to be a tough job but they were willing.
- ##
- LaBerge: We were talking about the Disciplinary Committee and Tom Barnes.
- Williams: Tom Barnes was a professor of history, and he was one who helped us on the resolution of disciplinary difficulties. There will be others that I can't think of.
- LaBerge: I guess I was trying to get a general idea of whether it was faculty members or students or administration officials on the committee.



Williams: We had faculty and we had students on the committee. I've got to find some of the students' names who were there, particularly in this so-called Six Years War. They were magnificent.

LaBerge: But even before that, was the Disciplinary Committee set up and in place for whenever something would happen?

Williams: Student/faculty committee.

LaBerge: Was there a regular hearing procedure?

Williams: We had rules and regulations which specified what our policies were. They were the best thing that we could possibly obtain. Bob Cole, up at the law school, was the fellow who put those policies together, and I think that was one of the greatest contributions that possibly could have been made during the sixties. So, we lived by them and again, I think that is why we could get along.

But before the sixties were over, our office took quite a beating and the morale of our office was shot. It felt the pressures. We felt that we needed to get rid of the responsibility of discipline. It was one of the things that I did to have that changed and developed a different kind of a disciplinary office.

I had mixed feelings about it. One, that it was the wrong thing to do. I should have continued in the position that I had—no matter how difficult the discipline was, no matter how I felt. I think I might do it over differently if I had the opportunity again. I would have assumed, I've got to carry that responsibility out and I can't push it off on somebody else. In fact, I feel as if I did. I thought, at the same time, that if I did, I would be able to preserve the feeling of the office I've heard so many times by so many people, that it was a friendly office and that it was an office that cared. For me at that time it was more important to preserve that, than it would be to carry on or to do the disciplinary work. I don't know.

It would be very interesting to get to a point and find how people actually felt. I can recall many instances where deans, assistant deans, would need to get out from under that. "It's not our job; it's not what we want." I was not the happiest person with it, because I didn't like to be a disciplinarian. But at the same time I would always argue that if an individual can become the person who follows the disciplinary procedures clearly, honestly, and within practices of good law, then fairness can take place. So, I'm still confused about where I should be on that, or where I would have been if I were to do it again.

- LaBerge: How did it change when you changed the procedure? What was the new method for discipline?
- Williams: I think [Willis] Will Shotwell was the one who took over to be a director of that office. He was one of the deans, an assistant dean. He was named the Coordinator of Facilities and Regulations and reported directly to [Vice Chancellor of Student Affairs Robert] Bob Johnson, who was in the Chancellor's Office. This was operating during the time when...What were the names or labels some of the people got in the late sixties? Bernadette Dorn was one of them.
- LaBerge: Hippies?
- Williams: No, they were not hippies. Hippies were truthful, very sensitive.
- LaBerge: The SLA [Symbionese Liberation Front]?
- Williams: No. It's People's Park and the people who invaded it on campus in the latter part of the sixties. They were really a destructive element that came in. Chicago Seven was part of it. That got dangerous, and it really wasn't a very good procedure to follow. I won't say it wasn't a very good procedure to follow; I don't know what happened really in terms of being able to still carry out discipline in a dignified manner and an honest manner, rather than have people, I guess, run for their lives. I think that's happened a few times.
- LaBerge: Are you saying with the change that someone else besides the dean of students was responsible for the discipline?
- Williams: That's why Will Shotwell, who was an assistant dean of students, took over as coordinator of facilities. He was the one who took care of the disciplinary matters. Our office lost--not because of that. As it worked out, when we were constantly having to take care of all of the discipline we were just fooling ourselves that we were considered to be the office which was the ombudsman of students; we weren't. The students had the feeling that we were being hypocritical. That we're the guys that are going out there and saying, "We're honest people. We are willing to do something for you, but we're ready to kick you out of the University. We'd like to get rid of you." I think I made a mistake. And I don't know how I would turn it around.
- LaBerge: I can see that if you wanted to be the office that cared--where people can come with their problems--if you looked like you were only a disciplinarian, no one was going to come with their problems.

- Williams: That was the unfortunate response given by so many. I still think that I could have done it.
- LaBerge: I think you could have, too, just because they did still trust you. You weren't hypocritical.
- Williams: The other people weren't.
- LaBerge: Yes, but for some reason they trusted you more, it seems.
- Williams: No.
- LaBerge: One of the reasons for this was that the staff morale was low. Is that right?
- Williams: Very, very low.
- LaBerge: So, maybe you couldn't have continued, if that was happening.
- Williams: I rationalize that you can't do it. They needed to get some other place. But I don't know. I still have a feeling that I took the easy way out. I had a responsibility there. I was an administrator in the University. Come hell or high water, you better stay right there and do your job. If you can't do it--I don't want to use old Truman's "if you can't stand the heat..."
- LaBerge: When it was changed, did the staff morale improve?
- Williams: It was relieved.

### The Function of the University

- LaBerge: What can you tell me about the Master Plan for Higher Education?
- Williams: The Donahoe Higher Education Act\* set a new standard for admission to the University. The top 12.5 percent of high school seniors became eligible. The legislature believed it was a teaching institution and a lot of people ought to be able to get into this place and spend as much time as they want. They are going to run into more difficulty because we're going to need more universities in California. Pretty soon it's going to be more difficult for people to find any place to go.

---

\*S.B. 33, 1961 Reg. Sess., Cal. Stat. ch. 391 (1961).

- Williams: I think it places the University in a position which is difficult; but to do it in any other way but an honest way, to really describe what the University is for, you're going to be wrong. But at the same time I say this: if it weren't for students there wouldn't be a University of California. We've got to keep them in there somewhere.
- LaBerge: That's been a theme throughout for you, though; you've stated that in different ways--that the students are the important persons here. But also there is that broad picture.
- Williams: The basic function of the University is to find the truth, to teach that truth, to store that truth, and to provide public service.
- LaBerge: How do you think the University is performing that function?
- Williams: I am one of the stuffy people who loves this University, who is willing to battle for the preservation of what I consider to be the basic responsibility of the University. I think we do well. At the same time, I have to repeat that if it weren't for the students, we wouldn't have the support that we need to carry out our basic function.
- LaBerge: Do you think it's changed, just because of the conditions in the world? That the University has changed how it carries out its function?
- Williams: I don't know. I would hope that it is doing it differently; I hope that we always improve on what we have to do. I would be disappointed if we have not. Yes, we changed emphases because of the differences of emphases from people throughout the world. Some of the times we have to give up something that needs to be done, but some other thing takes its place because there's been a change in society to bring this about.
- My class [1935], for instance, is one that has endowed a chair and we're very proud of the fact that we've done that. We endowed the chair on energy, with an emphasis upon energy which results from renewable resources. We're pleased that we've done it because we believe that the emphasis is something so needed in the world. We're playing the dreamer, I guess, that some day somebody is going to find the truth--not all fields of energy--which can make a difference for all mankind. That's a stuffy goal but I'm going to hang on to that goal. It's a belief that is there and I think we should subscribe to that belief.
- LaBerge: So even though you're not on campus, you're still continuing part of the University's greatness in its search for truth, just by doing that. Weren't you in charge of that campaign?

Williams: I was the dirty guy with that idea and yes, they accepted it. The Chancellor accepted it. As a matter of fact, before we actually subscribed to it, to be able to satisfy people on the committee, I made arrangements for them to meet with Mike Heyman in the Alumni House and make a presentation. I'm glad we did because we did have some of the people of the class of '35 saying, "I think that I want to be able to bring my grandson back here to this campus and point out to a statue and say, 'There is the gift to the University from the class of 1935.'" They all groaned except that one person. It gave one of us a chance to say "yes" or "no", or "hell, it's no good." I'm the idealist-- just as I am with students. I'm proud of this place.



## V THE FREE SPEECH MOVEMENT, 1964

Beginnings

LaBerge: Shall we launch into a little bit of the Free Speech Movement?

Williams: If you want to take that chance.

LaBerge: Sure. I was thinking of starting with 1959, the date when the Bancroft strip was supposedly deeded to the city of Berkeley?

##

Williams: We found out differently, after the beginning of the events of 1964. I believed, and others believed, that the strip had been deeded to the city of Berkeley. We believed that that had been the place which was informally deeded to the students of the University, as a place where they could pursue any idea they wished to pursue and have the opportunity to use that as the place for an open forum. Much to our chagrin, we found out that that was wrong, and we found out that we were violating one of our own rules and regulations for the utilization of facilities. The facilities were not always available for people to use at any time.

LaBerge: When did you find this out?

Williams: Not long after the beginning of September 14, 1964.

LaBerge: Do you have any comments on how it could have happened that indeed it wasn't given to the city of Berkeley?

Williams: I think that I have at home my letter to Ed Strong at the end of the trial of the students.\* It would have ameliorated much of what followed. Had we been able to gracefully find a way to deed

---

\*See appendix. (Letter to Edward Strong)

- Williams: that property, it would have been nice, but I don't think we could have done so without being rather hypocritical. What really bothered me was the type of example that we would be presenting to the students of the University. I think that would have been a very sad procedure.
- LaBerge: Between 1959 and 1964, what was that space used for?
- Williams: When the student union was built, it gradually became a student meeting place and pathway to classes.
- LaBerge: Can you reiterate what the mistake was that the University made?
- Williams: I don't know that there was a mistake because it would have been nice to be able to permit the students, all the time, to have that as a Hyde Park area. But we found out after '64 started that it wasn't; we just couldn't go back without being hypocritical. So, we had to take the burden of the fact that we made a mistake by not having deeded it to the city of Berkeley in 1959. So, we took gas. The last dedication of that property, I guess, I took care of because I had to go out and give a statement to the person who had written The Spider. So, let him be the last person to be able to get a statement from the University of California.
- LaBerge: Why don't you tell me about the Spider?
- Williams: That comes in a little later and begins with the emphasis of speech not necessarily acceptable on the University campus. We made some statements that such speech was not particularly worthwhile. There were much better pieces of literature in the student store that would put the Spider to shame. So that was another defeat we took.
- LaBerge: The Spider was a student publication?
- Williams: Student publication.
- LaBerge: Was it connected with the "filthy speech" episode?
- Williams: That's a little ahead of the "filthy speech."
- LaBerge: Did it have a political emphasis?
- Williams: There was nothing left out of political emphasis in 1964.
- LaBerge: Where were other Hyde Park areas on campus?
- Williams: The first area that we ever had was really the oak tree just inside Sather Gate, and that was during my student days. And the street cars came right up to almost the end of it and went down



- Williams: Allston Way. Then they had a Hyde Park area--one in the lower plaza was dedicated by Katherine Towle and the other, on the steps of Sproul, by Clark Kerr. Katherine, if my understanding is absolutely correct, and Ed Strong got permission to develop a Hyde Park area in the lower Sproul Plaza. I was with Ed Strong when Clark decided that it would be a good idea to have a Hyde Park area near Sproul Hall. I don't know whether he said Hyde Park area; I better watch this.
- LaBerge: Open forum maybe?
- Williams: Open forum policy upon the steps of Sproul Hall Plaza. Do you have some literature on that?
- LaBerge: I do have a little bit on the open forum policy. It has to do with free speech, but also the student government and student government's responsibilities.
- Williams: Actually, on the twenty-ninth--because I had to go out on the twenty-ninth of September, on the day of the Chancellor's speech on lower plaza welcoming new students--I had to go up to the inside of Dwinelle Plaza where the oak tree is, and tell people that we couldn't use that as an open forum or a Hyde Park area. Don't quote me too seriously because I'm weak on it. I went and the students started taking over the lower plaza and Ed was speaking. I stood at one of the entrances to prevent people from going down there.
- LaBerge: You mean one person was supposed to prevent the students?
- Williams: Why not? Didn't Horatio do it? [laughter] In that case, I was the one person. But don't get too serious about that either because I don't remember. I did have to do that. Daily Cal picked it up. "Thousands of students were prevented from going on down."
- LaBerge: What would you list as causes of the Free Speech Movement? Was it just this Bancroft strip problem or were there wider causes?
- Williams: Much wider causes. There were, I think, thousands of students in the South, doing the best that they could to assist [Reverend] Martin Luther King [,Jr.] and others in their attempt to provide civil rights for people in the South. Many of our students were there. Then they came back home to start the new year and found out that such things were banned..couldn't do that. And that was pretty much something they couldn't understand, and because it was just another repetition of a problem created by the southern part of our nation, transferred to the state of California, and specifically the University of California, it was

Williams: just absolutely incomprehensible. It wasn't labeled as a Free Speech area. We told them that they could not utilize it, and as a result of doing that, then we had the invasion of Sproul Hall.

I have to go back and insert here. First there was a meeting in the office in the summer [July 22, 1964]. Dick Hafner, Frank Woodward, the chief of police, I'm not sure who else, were at the meeting in Katherine's office to see what we can do about bicycles upon campus. We did that and then there was the statement that we might as well do something about....\* There was some concern about the strip. I refused to let the committee vote upon that because Katherine was away. I knew darn well that she was not going to do something that egregious before the students returned; that was accepted.

On September 14 thereafter when--Alex Sheriffs was in there at the first meeting, too--there was another meeting with Alex Sheriffs, Hump Campbell, Dick Hafner, Forrest Tregua. (Forrest Tregua was in the other one, I think.) This meeting then resulted in the development of the letter that went to the students telling them that they could not utilize that area as a Free Speech area, or open forum. I think we said, "Free Speech;" we could always have open forum. Katherine objected; I objected. We were told that it had to be.

LaBerge: And it had to be, for what reason?

Williams: We asked that question for that very reason and the answer was, "because God said so."

LaBerge: Who gave you the answer?

Williams: Alex Sheriffs. I assumed, Katherine assumed, that we were talking about Clark Kerr. Clark Kerr was not around. I don't know the answer to why that was so but that was the answer.

LaBerge: So the letter went out over your objections?

Williams: The letter went out over our objection. I hate to do this. But I think for your information--and I told the same thing to Clark Kerr.

LaBerge: It's been documented in other people's oral histories also.

---

\*See appendix. Memo on bicycles.

Williams: Is that so?

LaBerge: Yes, and you want to tell the truthful story. Were there other people who objected, too?

Working with Dean of Students Katherine Towle

Williams: Not really, not that I recall. I think Katherine and I were the only ones. Verne Stadtman chronicled that in his book.\* I don't know whether he speaks about the two of us or not but I think he does.

LaBerge: I have read that, but I haven't read it recently so I'll look it up. So, that letter really....

Williams: That letter took the freedom away.

LaBerge: And began the sequence of events that followed. How did you feel having to deal with what happened, after you had objected to the letter in the first place?

Williams: I guess I couldn't understand it. I think I was still...I'm certain Katherine felt that there was still room for negotiations. In fact, negotiations did continue for a while. I guess we're down to the twenty-ninth or so of September that the whole thing broke loose. Now, that was a difficult period of time, a particularly serious one because I think, too, as a result of that, Alex also published something in the paper and blamed Katherine for this. That didn't set well with a lot of us because that was something that was not needed, not intellectually honest, not right.

I came here and got to meet Alex Sheriffs in '57. I met with him frequently. He had a part to play in my going on over to the dean's office. It bothered me very, very much. I never knew a man who had more potential to be successful with students than he. But unfortunately I lost my respect for him and for what he did. This was one of those things when Katherine Towle was written up in the New York Times, that it was her responsibility....\*\*

---

\*Verne A. Stadtman, The University of California 1868-1968 (New York, New York: McGraw-Hill Book Company, 1970).

\*\*Katherine Towle had an interview with Wallace Turner in the New York Times, March 14, 1965. He was the only reporter to interview her personally during the FSM.

LaBerge: You mean, the article said that it was her responsibility for sending the letter?

Williams: Yes. Alex was covering his tracks.

LaBerge: Were both you and Katherine responsible to him, as one of your superiors, in your job?

Williams: I was responsible to Bill [Shepard].

LaBerge: But in that meeting...

Williams: He was acting as if... He had a step higher administratively; there's no question about that. This is one of the reasons that we couldn't understand why "God" was responsible. We couldn't get in touch with him; he was labeled. But it hurt the worst from my standpoint--what bothered me the worst--was his response in statement to the newspaper; that was not right. Katherine finally got a correction made, I think, but that stopped the relationship with a guy I admired very much. I found out I was in the wrong ball game. I say this because I think it's a fact, and you say it's documented: it needs to be documented and emphasized.

LaBerge: Would you like to say something about Katherine Towle as dean of students, how you viewed her as dean of students?

Williams: We loved her; I'm talking for Ruthie and for me. She was a great woman. In fact, our daughter-in-law [Patty Williams] who lives in Oregon but didn't at that time, came to a party at our house--Katherine was there. She dubbed Katherine as "Colonel Kitty," so we've always known her as Colonel Kitty. That went on, up until the time that she died. She was a very, very wonderful person.

LaBerge: What was her relationship with the students?

Williams: It's best described by Jackie Goldberg. Jackie, in response to questions from some other people in the Free Speech movement said, "I know that woman didn't do that; she's not that kind. She couldn't do that." You may have read that article. That was quite a compliment from Jackie.

LaBerge: How did you two go forth and deal with the problems from that letter, knowing that you really didn't agree with it to start with--because you were the ones who had to deal with all the problems?

##

Events of the Fall, 1964

Williams: There was no change. All we could do was take on the challenge; we had to meet the challenge and make a presentation. I guess we "had it" at times. Very shortly after that we had the trial of the students in front of the Heyman committee. I was there; Katherine was not at that. As a result of the trial, I think we were accepted as somebody who was trying to be able to respond, as you would expect anybody to respond. She was highly respected. She could be tough when she wanted to be tough. I'll change that. I would say that I've never seen her being tough, but I've seen her being firm.

LaBerge: For instance, in September and October, eight students were disciplined and they were sent to you. Now, here you were, not having agreed with the letter in the first place, but then you were in the position of having to discipline the students.

Williams: I didn't discipline the students. I was the one who presented the case.

LaBerge: How did you present the case?

Williams: It was written and was given to the chairman of the committee. I was interrogated. I think I was on the stand for two or three full days.

LaBerge: Did you put in there your personal views? For instance, would you have stated "I don't think we should have sent the letter in the first place."?

Williams: No, I don't think I did. No, I know that I didn't. I put in my feelings about what took place. That was something I had to implement; I was still here. It still meant that we were a team, working as a team.

LaBerge: So you pitched in. Because that was the policy, you implemented it.

Williams: I did my job at that time and that's why I had to go through with that. It was not difficult but it wasn't what I would like to do on a Sunday afternoon.

LaBerge: How did you personally feel about those eight students or what they had done?

Williams: I think there were only five students. Maybe there were eight. That, too, was a matter of going up to the students, telling them that what they were doing was contrary to policy and not getting any kind of response from them. I think I understood what was

Williams: taking place, recognizing that there was going to be a change in the direction. I was in the position of really wanting to be very careful, state clearly what was wrong and asking them if they would cease and desist, and let it go at that. No preaching at that point, no excitement created, nor anything I would have said that would have indicated that I should get out of there. I guess at that time I could only react one way and it was going to be going to a committee for judgment. So it did.

LaBerge: What was the reaction of Chancellor Strong and/or President Kerr after this letter went out? It sounds like they didn't know it was going to happen.

Williams: I wasn't in the position to know what the response of the Chancellor and President were. I knew of the reponse of Alex, response of Clark Kerr's. I went to his [Alex's] office; Alex at that time was walking around his desk checking for bugs. He thought somebody had posted stuff at his office so they could get all of the information they wanted from him. He was worried about the communists taking over. He gave me hell; he said that Ed Strong was upset because I hadn't been moving fast enough on the job.

LaBerge: On the job, meaning you hadn't been moving fast enough disciplining people?

#### President Clark Kerr's Involvement

Williams: No, they had to get a statement made and so on. I responded that I was moving as fast as I can. I was moving so I will not make any mistakes and everything will be right. I told them that the stuff Ed had asked for "will be ready even if I have to work all night." I saw later on, from Alex, a letter written to Ed Strong--Ed's letter was fine as far as I was concerned--but Alex indicated that I was very nervous, upset, and worried. I guess I was nervous and upset, but I didn't think that I was. I thought I was moving along all right. He indicated that I was nervous. I don't remember being nervous but I do remember him being nervous. Alex had contact with Kerr. Ed's statement was just a statement: "Please get his information in as soon as he can."

Then we went to the [Richard E.] Ericksons' house after the first football game. Clark Kerr showed up and we went out onto a little outdoor porch. Clark told me at that time, "You guys really bungled that one." I almost fell through the floor, because I thought that he was the one who was God. That was the

Williams: last of that conversation at that particular time until one just recently, when he was working on his own oral history, when I told him what I told you.

Katherine was okay. I described what Alex was worried about. I wasn't worried about the Communist Party. I don't know of any conversation between Ed and Alex at that time. I'm certain there were. I was not privy to any of the discussions at the President's Office relative to the [police] car. I couldn't describe those things. I have to admit though--and I did tell Clark Kerr this recently when we met for purposes of oral history--that I think, had he not called off the troops as he did, that there would have been multiple killings on that plaza. I have to admit that at the beginning I did not feel that way. I thought that this is fine, we'll get them out of there, so on and so forth. But in retrospect the more I looked at it, learned from it, the more I was convinced that there would have been just a massacre.

LaBerge: When you talked to Clark Kerr in 1964 and he said, "You guys really bungled that," did you say to him, "We thought you were the one..."?

Williams: I don't remember that I did. I think that I was speechless. Whether or not I told him at that time, or just let it go, that I thought this was the case and he didn't say anything, I don't recall.

LaBerge: Did you have contact with him later during the whole crisis?

Williams: Yes. We had our contacts; I had contacts with him, with Earl Bolton, the chief of police, and I think Hump Campbell again. We met every so often. Earl Bolton would get us together. We would sit around and pontificate, talk; Earl would open up with some statement about how Clark felt or something of the sort. We got labeled as the "do-nothing committee" and it was a correct label. I don't know exactly what went on in that committee. I described it about the only way that I can. I'm certain I did see him at other times on campus. We would say "Hi." You stop to ask him a question and that would be it.

LaBerge: Can you say more about the police and troops on campus?

Williams: When I say "troops", that was referring to all the people. There were about four hundred police gathered on campus. I thought there were going to be students removed and thought, "That's fine; it should be done." I'm glad that he did not, because there would have been multiple serious injuries; I was not thinking about that at that time.

- LaBerge: I was just asking you to say more about the police on campus. Was that Clark Kerr's decision or the governor's [Edmund G. "Pat" Brown, Sr.]?
- Williams: I don't know. We were sent home. I don't know who it was that was really responsible for that arrangement. I haven't read anything.
- LaBerge: Something I read said that maybe the President and the governor were talking and neither of them wanted to use the police if they didn't have to.
- Williams: I've seen that, I think.
- LaBerge: I've heard you talk about the time later in 1970 when Governor [Ronald] Reagan sent troops, which is kind of a contrast.
- Williams: "We will clear them out at the point of the bayonet if necessary." "Point of the bayonet"--you've heard the description of that statement, haven't you?
- LaBerge: I don't think I have.
- Williams: I was giving you a statement that Reagan made. We jumped from 1964 to 1970. That was '69 I think. No, I don't remember anything.
- LaBerge: The reason he was able to send the police home, too--wasn't it that Kerr came to an agreement with leaders of the Free Speech Movement, Mario Savio...?
- Williams: Yes. Mario ultimately came back and took over, got up on the top of the car and said that an agreement had been made. That's the only one that I know of.
- LaBerge: Was that when all the students then left?
- Williams: Yes.
- LaBerge: How do you think Clark Kerr handled the situation?
- Williams: I would have preferred Clark Kerr giving Ed Strong complete delegation to handle the case. I think Clark violated one of his own principles when he went into the president's position of maintaining individual campus autonomy. I think in this case, he made a mistake and Ed should have been given complete authority to do that job, followed up by arrangements with one another to be able to talk as often as they want and plan. I do feel that was an error.
- LaBerge: What about the Regents' role in all of this?



Williams: I don't know. I wasn't privy to many of the Regental responses. Did you hear about the Byrne report and so on, that was subsequently written? It was, incidently, the Byrne report which did reemphasize that there wasn't any Communist invasion.\*

#### Chancellor Ed Strong's Role

LaBerge: How about commenting on Chancellor Strong and what his role was?

Williams: One time I can remember occurred after the Heyman Committee work had been done. The students had arranged for legal service and had gotten together on campus and asked for the use of Wheeler Auditorium, I think, so they could meet with the lawyers and get what was necessary for them to go before the court. We were denied that request by Alex. He was up at Leakey Lake. (This is getting sticky.) So as a result of that I had George Murphy, Tom Barnes, the whole office, doing their best to try to find a place so they could be helped. We tried everything under the sun.

LaBerge: Did you need a big auditorium?

Williams: We needed a big auditorium. We tried all of the religious organizations, all of the places around here that had some fairly good-sized auditorium. It was coming right down to the wire. Finally Tom Barnes, I think, got in touch with [Professor of English] Charles Muscatine, and Charles Muscatine said, "I'll call you back." Finally he did call back. Charles Muscatine got in touch with the superintendent of the schools of Berkeley, and found out that the auditorium at Berkeley High was available. It was going to cost us some money. Alex was not going to let us have money of any kind, so I decided that it was time for me to call Ed Strong. So I called Ed Strong and told him what the situation was and he said, "I'll take care of it. Go ahead and do it." So we did and we got them there.

LaBerge: At Berkeley High or Wheeler?

Williams: No, at the Berkeley Community Theatre. Then I called Ed and told him that it's all squared away. Charles Muscatine did the job for us; Alex was mad. But in the meantime, Alex was at Leakey Lake; that was his place where he makes his wine and what else, I

---

\*Jerome C. Byrne, "Report on the University of California and Recommendations to the Special Committee of the Regents", May 7, 1965. Copy deposited in The Bancroft Library.

Williams: don't know. As vice chancellor of student affairs, he was up there when he should have been down here. The action here was getting on and getting stiffer and stiffer.

So that was it. That was Ed's response. Ed was supposed to be "ill" and Ed was not ill; I don't know just exactly what was going on over at their office. It was a sad commentary as far as I was concerned. I think I've got things in the correct sequence, I'm not sure about it.

LaBerge: Did you go to this meeting at the Berkeley Community Theatre?

Williams: No. I went to tell the students at Wheeler Hall where they had to go; I ran into Jackie Goldberg and asked her to let the others know that they had to go to the Community Theater. She did and that was it.

LaBerge: Can you run by me again what this was for? This was for all students to get legal advice?

Williams: For the students to get legal advice--those who had been cited.

LaBerge: How many? There must have been quite a few.

Williams: There were quite a few because we had to have a fair-sized auditorium. There were four hundred and some, I guess, arrested.

LaBerge: Just to know that you had gone out and found them the place, you had somehow gotten money to pay for a place for them to get legal advice...

Williams: Ed Strong provided the money--his own personal check.

LaBerge: The students must have looked at that and known that you were here for them.

Williams: There was a comment or two.

LaBerge: Otherwise you would have been up at some lake also.

Williams: Probably if I had been smart! [laughter] It worked out. What you say is true on the part of some of those I did run into: they appreciated it. It was getting to the point where we had to do something and I don't know what the heck would have happened had we not been able to have done it.

LaBerge: Why don't we stop here?

Williams: All right.

##

Kerr's Speech at Davis, May 1964##

[Interview 5: 10 February 1989]

- LaBerge: One thing that you gave me last time was a copy of Clark Kerr's speech at U. C. [University of California at] Davis in May 1964. Would you like to comment on that, both on what he said and the significance of that speech for the events that followed?\*
- Williams: It was an extremely important speech. It outlined the opportunities students have and could have on University campuses. And it also comes into play later on, I believe, in reference to his relationship with Ed Strong. If I remember correctly, Ed Strong particularly held very closely to the principles that were outlined in Clark Kerr's speech. That's where Ed was put in a tough position. I think it was a very important speech. I think it also described the turmoil and difficulty one of the men had in trying to arrive at a conclusion that would be appropriate for all people on the University campus.
- LaBerge: Clark Kerr spoke about the freedom of speech of the students and what would be allowed on the University campus, and the importance that the rule of law was followed. But also that there always had been freedom of discussion on the university campus. I might just quote from it: "I say again as I have said before that the activities of students acting as private citizens off-campus on non-University matters are outside the sphere of the University." Then he goes on to say: "There is another side to this coin. Just as the University cannot and should not follow the student into his family life or his church life or his activities as a citizen off the campus, so also the students, individually or collectively, should not and cannot take the name of the University with them as they move into religious or political or other non-University activities: nor should they or can they use University facilities in connection with such affairs."
- Williams: I wasn't privileged to be present in Clark Kerr's office while they were trying to arrive at a final conclusion or resolution of getting people out of the plaza. But someplace along the line, I had the feeling that Ed Strong held on to the principle, as he saw it, at Davis and Clark Kerr did not follow that principle that he had enunciated.

---

\*See appendix for full text.

LaBerge: As a matter of fact, Alex Sheriffs\* said the same thing: he felt there was a change in Clark Kerr's actions. He thought Clark Kerr did a complete turn-around in his ideals. He became very disillusioned in September with Clark Kerr, whereas in May, when he made this speech, Alex thought Clark was very idealistic, and he agreed with him. But he felt that he gave in, or negotiated too much, or compromised his ideals as the situation became turmoil on campus. Would you agree with that?

Williams: Yes, I do. As I said, I was not there but I just got that information from some other people. I had no idea. I read this material I had which indicated that there was a real conflict. Had that conflict been able to have been resolved, I think it would have brought peace upon this campus much sooner than it did. That's the best that I can give to you.

LaBerge: Katherine Towle felt that the President started taking over the job of the Chancellor on the Berkeley campus; whereas if the Chancellor had been allowed to make the decisions, and if the Dean of Students' office had been allowed to meet with individual students and make decisions rather than going through several channels, maybe a lot of the disruption and the hard feelings could have been avoided.

Williams: I agree!

LaBerge: Could you say more about that? Were there times when you, for instance, wanted to meet with individual students and talk to them and could not?

Williams: No. From my standpoint I could talk to students any time that I wanted to. I was not intimately involved with the debate between Clark Kerr and between Ed Strong and Alex Sheriffs so I just couldn't tell you anything other than what has been said.

Trial Before the Heyman Committee, October 1964

Williams: I had opportunities to speak and become acquainted with some of the students more than I had done. Those opportunities occurred at the trial of the people who were cited and told that they had to appear before the Heyman Committee.

---

\*Alex C. Sherriffs, "The University of California and the Free Speech Movement: Perspectives from a Faculty Member and Administrator," an interview conducted by James H. Rowland in 1978, in Education Issues and Planning, 1953-1966, Regional Oral History Office, The Bancroft Library, University of California at Berkeley, 1980.

LaBerge: We're talking about the trial of the eight students who were cited in October?

Williams: October first and second [1964].

LaBerge: How were you involved in the trial?

Williams: I cited the students and provided a statement for the committee which gave the background of the students' activities, and why I felt they were in violation of University rules and regulations.

LaBerge: As you were citing the students for violating the rules, how did you feel, yourself, about those rules?

Williams: By the time we got to that point, I felt that the rule for the use of the facilities was pretty stable. I indicated that to the students when I met them at the oak tree in Dwinelle Plaza when I was asked whether or not I felt that the rules were legitimate: at that time, I think I told them, "Yes. Previously I did not believe so, but now I think it's a very satisfactory rule."

During the trial, one of the students, Brian Turner, called me at home in the middle of the night. I believe the FSM Steering Committee was having a meeting. Brian wanted to be able to bring about peace if it were humanly possible to do so. I remember a statement he made long before when I first saw him and told him that he was in violation of the rules and regulations. It was difficult for him to have to "violate a rule administered by people I respect and the University I love." He called and wanted to know whether I thought it would be fine if he could do something to bring it [peace] about. I said "Yes, I think it would be very fine if you can do it." That was discovered. I think Brian was put on somewhat of a spot at that time for even getting in touch with me and trying to bring about peace on campus and the termination of the difficulties the students were having. I've got to go back and really take a good look at the stuff I have. I think the next thing I give you [is] related to that.

Letter to Chancellor Ed Strong

Williams: This next statement is a very important one as far as I'm concerned, and that is a copy of the letter I wrote to Ed Strong.\*

---

\*See appendix for handwritten and typewritten memo.

- Williams: I'm not sure if Ed ever received it. It may have been intercepted by somebody else and somebody else may have decided that it won't go forward.
- LaBerge: Well, that's interesting. Why would he have not received it?
- Williams: I don't know. I'll tell you my suspicion that perhaps Alex did not want it to be delivered to Ed Strong, because I knew Alex was taking a very hard line at that particular time and I wasn't sure whether Ed Strong was. That goes back to this other thing about Davis and Berkeley.
- LaBerge: When would you have written this letter? In September?
- Williams: At the termination of the trial.
- LaBerge: That's very interesting because Katherine Towle has a letter that she wrote in December of '64, that she wanted to send to Chancellor Strong. She has a memo written on it. She said, "I did not send this because Dr. Alex Sheriffs thought that it was inappropriate at that time and I should wait."\*
- Williams: I know about that letter.
- LaBerge: What did you say in your letter?
- Williams: I made an analysis of the decision of the committee, with recommendations of what penalty should be enforced, what penalty should not be enforced, and the relationships of such action that might occur with the faculty. I just felt that this is something that would be a contribution, to be able to resolve the difficulties. I was aware of the fact that students had been told, I think, and informed that they would be cited for further actions. I think that that decision was made by Alex, and again, I'm not in the position of being able to say that this is really so. But on the basis of all the conversations I had with him I feel that was somewhat accurate. But he was determined that they were going to be penalized more than they had been. I wanted to ameliorate that by stopping it at that time.

---

\*See Katherine A. Towle, Administration and Leadership, an oral history conducted by Harriet Nathan in 1970, Regional Oral History Office, The Bancroft Library, University of California at Berkeley.

Williams: There were reasons. I put my reasons for thinking that should be done, and so I sent it on to Ed Strong. I hope Ed Strong saw it; don't know whether he did. My suspicion, and that's unfair, I don't think that I can say...I can't say anything about Alex at this point, because I don't have any specific information now, but my judgment is so. I'm in the position where I can't say, even on the tape, what would have been the story in this, as I'd like to. I could dig a little deeper and see if I can find something that confirms it one way or the other. I don't know whether it makes sense to you what I'm trying to say.

LaBerge: Yes, it does. You don't want to make a false statement.

Williams: No, I don't. I don't want to do it. I would like to withhold anything that we'll come back to anyway before we get too far along.

I'm quite sure that there was real conflict in that I had the feeling that Alex was just running Ed. Ed, you see, was supposed to be sick. I don't know whether Ed was, and when I get to him I'm in a very difficult position because I had so damned much respect for him. He's a magnificent person. He was in the position that he was in, right now, and he was doing the best that he could to enforce Clark Kerr's statement made at U. C. Davis. And other procedures talked about, I think, were in opposition to that statement. But I do need to really get down and look at it, and come back and clarify it. That's when it could have been corrected. We didn't need to go through all the turmoil that we did.

LaBerge: How do you think it could have been corrected?

Williams: I think that it could have been corrected if the powers-that-be could have just gotten together.

LaBerge: The powers-that-be being Clark Kerr and Ed Strong?

Williams: Yes. And a compromise on the part of each of them could have been established; each could have given something.

LaBerge: Do you feel that Chancellor Strong wasn't listened to or was left out of some of the discussions or decisions?

Williams: The rumor, as I remember it, was that Chancellor Strong was left out of the discussion. That I don't know; I just don't know.

LaBerge: Whether that was so or not, he still had to implement the policy with regard to the students and his name was on the statements, isn't that correct?

- Williams: He was a good soldier. Katherine Towle was a good soldier. I wasn't the good soldier.
- LaBerge: Why do you say that? I got the impression that in some ways you were a good soldier because, for instance, you didn't agree with the memorandum.
- Williams: I didn't. I wrote a memorandum which was in disagreement with what they were saying.
- LaBerge: But you went ahead and disciplined the students and carried out the policy. So why do you say you weren't a good soldier?
- Williams: I did what was necessary. The others were being firm; I was being a compromiser.
- LaBerge: But as you were saying, perhaps if there had been more compromises, a lot of the disruption could have been averted.

#### Possibility of Resigning

- Williams: Yes. I have also got to throw in something that is quite inconsistent. When the decision was made to let the people go out of Sproul Plaza...
- LaBerge: When was this?
- Williams: This was in September [1964]. My immediate reaction was that I should resign because that was, for some reason, a violation of our rules and regulations. (This makes me look very weak.) I was upset.

I told you in previous times that not long ago I had a meeting with Clark Kerr. I told Clark Kerr that I thought one of the best things that he did was to release the people from Sproul Plaza because had they not been, I was convinced that there would have been some horrible damage done to individuals who were protesting. So I was inconsistent at that time, so much so that I was completely inconsistent in trying to tell you just exactly what I thought.

- LaBerge: Just from reading the history, conditions changed by the hour.
- Williams: Yes, they did.
- LaBerge: And this kind of thing hadn't happened before, so everyone was learning. You didn't have a blueprint for how you were supposed to respond.





*Top left:*

This is Arl, Jr. I don't know what he would be known as at this time of our lives. The junk (?)."

*Top right:*

Linda - the queen and organizer of spirit behind Miramonte High School."

*Right:*

This is David - 'Duke' to me. He wasn't very big, but he was a very competent athlete and student."





Williams: There's no way that you can erase some of those things that I'd like to see erased.

LaBerge: What kept you from resigning?

Williams: I had a long talk with my wife, a long talk with my two sons. I made a decision that I'd better stick around here; I'd have a better chance of doing something for the University, rather than leaving it and not being able to try to do things that were necessary.

You were nice yesterday when you made a statement about me being articulate. This is an example of when I'm not articulate. I'm having one heck of time trying to get things out.

LaBerge: I'll bet not too many people know that you were thinking of resigning.

Williams: No, they weren't. I told that to Alex Sheriffs.

LaBerge: What was his reaction?

Williams: I think more in favor of me resigning. I don't remember what he did say and what his reaction was at that time. I think that I was in favor of what Alex might have been doing.

LaBerge: You were in favor, or not in favor?

Williams: I may have been in favor of it--whatever it was. I'm trying to trace it back. After Sproul Hall plaza had been taken over, my reaction was: we had to do something to be able to get them out of there. They were in violation of University rules and regulations and they were doing great damage to the reputation of the University. Discipline had to be applied. When we left the University--we were told to leave--I then went on down to a University meeting; I think it was a Big C Society meeting. I went down there and expected to hear that people had been removed from Sproul Hall plaza. When I heard that, I felt that that was a mistake, and as a result of it we were going to be damaged considerably more than we needed to be. I guess it was then my feeling, because of what I had to do--I had to be out on the bricks--and have members of my staff out on the bricks, that we were violated because it was an inconsistent act and people were released without....

##

Williams: People were released; in other words, they were not going to have to suffer a penalty for their actions--and the action taken by the students in Sproul Hall Plaza was a damaging act. My thinking cap wasn't on straight; I have to admit that. But I

- Williams: also have to admit that I had some feelings that were different at one time, and considerably different from what they turned out to be, after I had much more time to think about what would have happened. I'm glad I didn't resign.
- LaBerge: From my vantage point and from what I've heard other people say, you were one of the persons who kept some kind of sanity and some kind of humanity throughout the situation, and that they needed you.
- Williams: I wasn't always successful.
- LaBerge: No, but nobody is.

First Sproul Hall Sit-in, September-October 1964

- Williams: The time might be mixed up with some of the stuff I'm trying to say. I think it was the twenty-ninth of September or something like that when citations were given. There were five or so people cited that were supposed to come to see me. They had taken over the second floor of Sproul Hall. Later during the night they were finally released and left. Then they had their hearings and then I wrote my statement to Ed Strong. Then the students took the car and it was that time when I had gone home-- I don't know why I left before it was over--and came right back.

I went into the office; the staff was on the phone with Alex. I was told by the guys that we were to go out and cite people. So at that time, I told Alex that it's not possible for them to do it, and to have any success. Then the statement was made, "You will cite the people." I said, "All right, but it won't work." We went down and about the same time they [the students] came down from some vantage point in the direction of the middle of the plaza; the police car was brought out and then the police car was taken. My letter had been written I think.

- LaBerge: Did your group then continue to go down and start citing people?
- Williams: Yes. There were two or three tables set up in front of the steps of Sproul Hall. It didn't take long before they were out of there completely. I guess I'll try to go back some more for anecdotes.

Alex was having a meeting--Student Affairs Committee, I think it was--in Dwinelle where the Chancellor's office was. This was the beginning of things. I was ordered to go out and cite students. I demurred and tried to convince them that this was not the time to cite them, that we better take a look before

Williams: we do anything that is too serious. They didn't listen to me. They said to get out there and go to work on it. I did that. This was just the time before the first sit-in. I cited them and then told them that they were to see me at three o'clock. Just before three o'clock, there was an invasion of Sproul Hall.

Mario Savio was the representative of the group. They demanded that all people be cited, and I had taken the position of citing only those people whom I saw violating the rule and not any others. But he refused that and told the group I had refused to accept them, would not cite them. I left and I told him that I'd be back at four o'clock. I went back at four o'clock and the same problem prevailed. The second floor was taken over and there was no intention of removing people from that floor.

LaBerge: When we're talking about numbers, you cited about five to eight people? There were how many who wanted to be cited?

Williams: Three hundred or so. We had a conversation with Alex, told him what the situation was. There were techniques that could have been used to get people cited, but that was not accepted. It probably was better that it wasn't because that wouldn't have gotten any place. So the group just sat around. They were easy to work with and kept things open. We were doing quite well.

I did one thing, though, that you heard a little bit about yesterday and that was to get rid of the women. I got them to go out through the back doors.

LaBerge: When we're talking about women, do you mean the women employees?

Williams: Yes, including Katherine Towle. They went to Katherine's office, over the rooftop, to President Sproul's office, and were able to do that by walking on the roof. They were not accosted in any way by any one who was protesting. Sometime before the night was over, they decided to go home, and they did that.

LaBerge: All this time, did you actually have a meeting with any of them? What were you doing?

Williams: I was, for a while in the beginning. Tom Barnes and George Murphy and I went to get some dinner. The staff wanted to know if it would be all right to call Alex again. I said "Sure, it's all right to call Alex if you want, but it isn't going to do any good." They called, and it didn't do any good; the group was still there.

LaBerge: What would the purpose of calling Alex be? For advice?

- Williams: They wanted to talk to him because he handled getting the releases of students in Sproul Hall. But that was not acceptable. Tom Barnes came back and George was there, and we talked with the students.
- LaBerge: Is this informally?
- Williams: Informally. There are some records, particularly about Tom Barnes' talking to them.
- LaBerge: What was Tom Barnes' position?
- Williams: He's a professor of history, European history. He was the faculty advisor to CORE (Congress of Racial Equality).
- LaBerge: How did he happen to be in Sproul Hall?
- Williams: I had been smart enough to be able to get him on a part-time basis working in Sproul Hall.
- LaBerge: Was this even before the demonstrations?
- Williams: Yes.
- LaBerge: Was he a part-time person on your staff?
- Williams: Yes.
- LaBerge: Was that an innovation to get a faculty person?
- Williams: I got more faculty persons than we had before. Yes, we had faculty people on the staff--Eric Bellquist, Armand Rappaport, Brutus Hamilton, Professor [Walter R.] Hearn--it was a mixture of laymen and academicians.
- LaBerge: How did you pick these particular people?
- Williams: I think by reputation, interested in students.
- LaBerge: So Tom Barnes was somebody respected by the students, who had a good rapport with them?
- Williams: Yes, they got along all right. They ridiculed him every so often, but he enjoyed it and he came back with the same treatment. Okay, where have I gotten to so far?
- LaBerge: We are there at Sproul Hall in the middle of the night.
- Williams: Then they finally went out.
- LaBerge: Was this just a decision on their part to leave?

- Williams: Yes, a decision on their part.
- LaBerge: Did you have anything to do with them deciding to leave?
- Williams: No, I didn't dissuade them for any reason. I think I may have mixed things up a bit with the first invasion and the second invasion in Sproul Hall.
- LaBerge: From the chronology it looks like that first sit-in was in September.
- Williams: Yes, September twenty-ninth.
- LaBerge: Katherine Towle mentioned that a meeting was cancelled that you and she were supposed to have with the students. Would that have been the day?
- Williams: The five students? The meeting was cancelled.
- LaBerge: But was there another meeting that you and she were going to have with a group of students?
- Williams: There was a meeting in her office. She tried. Let me just go back, though. That was before the twenty-ninth. That was after the September fourteenth letter. The September fourteenth letter was the one that changed the utilization of the physical facilities of the campus. And that caused a great deal of concern because the students who had been in the South, as we talked about before, came back here. Yet they couldn't do what they wanted to do, and what was necessary to do and what was important to do. And then came the first sit-in. I think it was October 2, or something like that.
- LaBerge: In this chronology of events, it's the night of September thirtieth over into October first and second. And after the sit-in was the car entrapment.
- Williams: Okay. There was a sit-in and the car entrapment. That really resulted, I think, because the Chancellor announced that there were going to be further hearings. I believe that was what triggered the second sit-in. If you know differently, please let me know.
- LaBerge: After the sit-in and the police car entrapment, there was a meeting between President Kerr and Mario Savio off campus. Mario Savio came back and read the agreement--that he and Kerr had come to--from the top of the police car.
- Williams: There were others participating in that with President Kerr. What was the date?

LaBerge: October second.

Williams: That was when the car was released. What do you have about September 29?

LaBerge: "Several tables were set up on campus." "Dean of Men Arleigh Williams and University police officers informed each of the tables that some of the activities were illegal." And Arthur Goldberg was asked to make an appointment with you. The next day, tables were set up; University administration representatives took the names of those manning the tables and they "were requested to appear before Dean of Men Arleigh Williams at 3 p.m. for disciplinary action." That was September 30.

Williams: And then what?

LaBerge: At three o'clock those students came in but wanted you to cite the other three hundred or so students.

Williams: Those students didn't come in. I went out to get those students; I had gone out and asked the students to come in. Mario was the spokesman, and they would not come in unless all of them were to come in because it was a violation of students' rights and the Fourteenth Amendment. So the students then stayed outside. That was the thirtieth. Then we waited through the night of it, and then they left. There's got to be a statement in there someplace along the line, around the middle of October or so, that the Chancellor announced that he was going to enforce further discipline.

LaBerge: There's a statement from the Chancellor at midnight that night; would that be it? "The University cannot and will not allow students to engage in deliberate violation of law and order on campus." Then "When violations occur, the University must then take disciplinary steps. Such action is being taken."\*

Williams: I can understand why they [the students] would say we're all a bunch of bastards.

LaBerge: Would that statement have triggered the police car entrapment the next day?

Williams: Yes, that contributed.

---

\*See "Chronology of Events, Three Months of Crisis," The California Monthly (February 1965).



Williams: Here it is--when, we're asking for identification. This is the list of the five students: Mark Bravo, Brian Turner, Don Hatch, Elizabeth Gardiner Stapleton, and David Goins were all requested to see me at three. Then at three, five hundred students appeared. They indicated that they had all violated the rule. Savio then issued two demands: that everyone in the group who signed be treated exactly the same as the students who were summoned to see me, and "that all charges should be dropped until the University clarifies its policy." They were standing firm, so I answered Mr. Savio: "I cannot make any guarantee to concede to any request. We are dealing only with observed violations, not unobserved violations. And, we will continue to do this." And my schedule was cancelled until 4 p.m.; at 4 p.m. I asked them to come to the office and discuss the disciplinary action. None of them would come; they wanted equal action. At midnight, Ed Strong made a statement.

Mario Savio and Escalation of the Conflict##

LaBerge: What was your relationship with Mario Savio?

Williams: I thought I told you several times. I liked Mario and really respected him. One of the reasons I felt the way that I did was that he was completely honest with me. He's very bright. He was also enjoying the affair, getting a great response out of it. He had the right to do so because the faculty responded to him the same way, honored him at the Greek Theatre. I didn't have any influence in being able to give him an opportunity to do something about it and make corrections. Then there's a reason, I guess that thing when he and Charles Powell came into the office, asked for information, asked for authority to do something, and I told them that it's out of my hands, it's entirely in the Chancellor's office. I did not have the power at that time to be able to take it over, I think, but, nevertheless, I still had to operate through the Chancellor.

As I recall, going backwards, the first event picked up during Alex Sheriffs' Student Affairs Committee meeting, which was being held in an office in Dwinelle Hall in the Chancellor's conference room. That day, they [the students] began to set up tables. That was the day that I went out, had to confront them and tell them they were in violation. They insisted on getting a statement of the rule which was being violated. That was a smart move on their part, because at that time I didn't have a look at the rules. I think it turned out they got something like five to eight violations. We told them to come into the office at three o'clock. That's the time when they came in, they followed Mario in, and Mario refused to let them vote. He told the audience

Williams: just exactly what had happened, that I would not permit everybody to come into the office, and that I was working only with observed violations. So then that terminated, and arrangements were made for them to come in at four o'clock and see whether they would have changed their minds. They did, and they didn't change their minds.

That I think was the cause. So we sat down and they sat down. That incident was not something frightful at all; they left space for people to walk, and also accepted some admonitions to not block up the exits or entrances. That's the time that Tom Barnes came back, spoke with them, worked with them frequently throughout the night. The Chancellor later on came into the picture and made the announcement that he made. Then I think that during the night they got tired, so they left.

The hearings were held.

LaBerge: Now, these hearings were before what committee?

Williams: The Heyman Committee.

LaBerge: This was a committee of only faculty?

Williams: There were five in this committee of faculty.

LaBerge: The Heyman Committee recommended to the Chancellor that the students be reinstated until they had come out with the final decision. And the Chancellor refused to reinstate them. Is that correct?

Williams: Yes, I think so. Then I think the Chancellor, after the hearings had been completed, stated that there will be actions taken against those who had prior disciplinary violations held against them. That was the basic reason that I wrote the letter, because I felt that that was an overkill, and it wasn't making sense to continue. That is the letter that I'm not sure ever got there, and I wouldn't be surprised if it didn't. And the announcement was made--that was around December second--and that's when things broke loose again. It was much more severe in response and feelings.

LaBerge: Well, somewhere in that time, the policy was changed. There were several Regents' meetings. What I have is that November 20, the Regents changed the policy as far as students being able to take a stand on political issues. "The Board of Regents also revised the University policy on political actions. The Regents' resolutions, introduced by President Kerr read:

1) the Regents restate the long-standing University policy as set forth in Regulation 25 on student conduct and discipline that 'all students and student organizations' obey the laws of the State and community'; 2) the Regents adopt the policy effective immediately that certain campus facilities, carefully selected and properly regulated, may be used by students and staff for planning, implementing, or raising funds or recruiting participants for lawful off-campus action, not for unlawful off-campus action."\*

That seems to be a significant policy change.

Williams: But then I wonder whether there was any indication that Katherine Towle was instructed to implement the rule.

LaBerge: After that, during Thanksgiving break, apparently, there were letters from Chancellor Strong initiating new disciplinary action. And these arrived at the residences of Mario Savio and Arthur Goldberg. Those letters, or the new disciplinary action, seemed to have started...

Williams: That was the act that I was trying to prevent from happening. That precipitated the December second...

LaBerge: And your letter tried to prevent that?

Williams: I tried to prevent that. I knew I would try to get something to make me noble. [Laughter]

LaBerge: Just from hearing people discuss the chain of command and who was making decisions and the Regents' policy, the fact that Chancellor Strong sent these letters--would that have been his decision or would it have been somebody else's decision and he had to put his name on it?

Williams: He had made that decision sometime before. Whether Alex was the one who wrote the letter or whether it was the Chancellor, I do not know. Again, Alex, as I can remember... My effort to be able to prevent it from happening was, "Let's call it quits; we've got enough blood right now." His answer was "over my dead body." This time, it wasn't "Jesus Christ" or "God."

I don't know just exactly who was in charge, what the chain of command was. Alex was the vice chancellor of student affairs; Katherine was the dean of students. I think that it was he who

---

\*See "Chronology of Events, Three Months of Crisis," The California Monthly (February 1965).

Williams: must have prepared the letter, convinced Ed Strong that this would be done. He was very, very intense about having this action taken. As I have told you before, I had differences of opinion in the beginning of the thing until, perhaps, this time. I think I restored my senses when I advised people to take it easy and follow some other procedure. But you have to have some clay on me. [Laughter]

LaBerge: Somebody made the comment--and I can't remember where I got this--that when Alex Sheriffs was a professor, he was very popular and the students loved him and there was this wonderful rapport between him and the students. Something in him seemed to have changed when he came from the faculty to the administration.

Williams: As I have stated many times, Alex Sheriffs had the greatest potential of anyone I've ever known to be able to be an effective person with students. He had a wonderful reputation. Undoubtedly, things did change. I don't know whether they changed when he came to the Chancellor--he was with the Chancellor when I came over here.

LaBerge: So, you didn't know him when he had been on the faculty?

Williams: Oh, yes. I found out that he was on the faculty when I came, and I met him. He was the first vice chancellor of student affairs; the dean of students, at that particular time, was Dean [Hurford E.] Stone and ultimately, Katherine Towle and I, so on.

What I'm saying now is going to be critical. Alex being very articulate, being very capable with words, knowing just exactly what he wants, also was a person who had great needs to be extremely popular and being a wonderful guy in the eyes of students. I don't know that there is anything wrong with that except that the emphasis should be on the teaching and the emphasis should be on how well a person is doing, but not making every effort to just please and to be a guy that is worshipped and well liked, and so on. Each one of us needs to be loved, I have to admit that, so you do what you can.

Okay, where are we now?

### December Sit-ins

LaBerge: We came up to the December second sit-ins. Were you involved in the sit-ins? Were you inside the building at that time? This was the time that students were arrested for being there.

Williams: Yes. We saw people. Yes, I was there. I'm positive I was there and that was one of the times that we worked sixty hours around the clock. It was not a pleasant experience for me.

LaBerge: This one was unpleasant compared to the first sit-in?

Williams: I think it was. The first was relatively mild, and this one with the police taking people out was not mild. That's when they would go on down, be taken in, put onto the bus to go out to Santa Rita [Correctional Facility].

LaBerge: How did you feel about the police coming on campus?

Williams: At any time? When the police came down to campus, the University lost control. As a result of that, the sheriff of Alameda County was the chief administrative officer. This is something we tried to prevent. This is another illustration of how a helicopter can come in and spray Sproul Hall Plaza with gas. That happened later [1969 or 1970]. We had quite a bit of gas sprayed around.

LaBerge: How would you have done it differently if you were the one to make the ultimate decision?

Williams: The Chancellor didn't want to make that kind of a decision.

LaBerge: Right, we have a statement here from him speaking to all the protestors saying, "The University has shown great restraint and patience. I request that each of you cease your participation in this unlawful assembly...I urge you...to leave. Please go." That was at 3:05 a.m. [December 3, 1964]. At 3:45 a.m., Governor [Edmund G.] Brown [Sr.] issued the following statement: "I've tonight called upon law enforcement officials in Alameda County to arrest and take into custody all students and others who may be in violation of the law at Sproul Hall."\*

Williams: The police did come, and the police did remove students.

Faculty Resolution, December 8, 1964

LaBerge: There wasn't too much time between this and the meeting at the Greek Theatre where the president spoke [December 7, 1964].

---

\*See "Chronology of Events, Three Months of Crisis," The California Monthly (February 1965).

LaBerge: There was also a meeting of the faculty's Academic Senate [December 8, 1964]. You started saying a little bit about that yesterday at lunch--about the faculty meeting.

Williams: December eighth resolution. The Berkeley division of the Academic Senate meeting in Wheeler Auditorium.

##

Williams: My own interpretation of the faculty resolution is, as I told you yesterday, that without regard to how many people felt about the December eighth resolution, it was a statement of commitment of faculty people to the support of the University and the freedom absolutely essential to be maintained in the University. There were many criticisms about the action taken, particularly by the public and many organizations, not understanding at all just exactly what something like that meant. It was just my way of thinking, it was a statement of commitment to maintain the freedom that a University has to have, if it is going to be worth anything at all--the right to be able to explore, to be able to find the truth of something, and maintain and support that kind of activity.

LaBerge: Did the faculty resolution have any effect on the Regents' meeting?

Williams: There was a difference of opinion. The faculty resolution was one without power. Students referred to that resolution many times. It was a resolution of the faculty. It was not a resolution of the Chancellor, although I think that the Chancellor supported that very, very much.

LaBerge: Do you have any thoughts or feelings about the Regents' role in all of this?

Williams: I think that I would, but I don't know specifically how I can say so. I told you yesterday that I think the Regents made it very difficult for Roger Heyns and People's Park [1969-70]. I felt that his hands were absolutely tied, and that had they been to the contrary, he would have had something that would have been much more to the liking of everyone concerned. But the structure of the faculty, of the Regents, and some representatives of government, perhaps, made it rather difficult. I don't think that the governor, Ronald Reagan, was particularly helpful. I remember his statement--I believe it was given by him--and the statement was, "We have to get rid of them. If we have to do it at the point of a bayonet, we will do so."

LaBerge: Was Clark Kerr president at that time still--at People's Park?

Williams: Clark Kerr was no longer the president. Charles Hitch was president.

### Rules and Regulations

LaBerge: Going back to this period in '64, there were these rules and regulations that apparently several of you felt needed to be changed, yet you didn't have any power to change them. Is that accurate?

Williams: I wouldn't say that we didn't have any power or couldn't have utilized any power to change them. The rules and regulations, by tradition, had been made up pretty much by the Dean of Students' Office. The rules and regulations that we're talking of and later on were constructed by Bob Cole; perhaps John Searle and Bud Cheit had quite a bit to do with that. I think the rules, as prepared in those days, were exceptionally good; they provided for the rights and privileges of the students and student responsibilities, the utilization of facilities, disciplinary structures.

LaBerge: Are you talking now about the Time, Place, and Manner rules [1965]?\*

Williams: Yes.

LaBerge: Were those rules that you on the Berkeley campus were empowered to make or did it have to go through the President and the Regents too?

Williams: The President participated and the Regents had to approve them.

LaBerge: Is that policy still going on today? Do the Regents have to...?

Williams: I don't know. I hope that you can find copies of rules and regulations.

---

\*See appendix for full text.

The Bancroft Strip Problem

- LaBerge: If we can go back to the events before September '64, Katherine Towle\* in her oral history said that there were three important things if people had known about, some of the problems could have been avoided. One was the Bancroft Strip in 1959; if that had really been ceded to the city of Berkeley, a lot of this would have been prevented.
- Williams: Oh sure. It would have been fine because we would have had a part of the University that was a natural Hyde Park area where you can distribute literature of all kinds and solicit participation for elections and all of the other things that we couldn't do and that we didn't know. She said that she knew that it was not deeded to the city, but I don't know whether I read that or heard that from her or from somebody else. I didn't realize that it was out of bounds, and that was one of the reasons that we ran into difficulty. We had an enterprising reporter and a very nice guy ask the question.
- LaBerge: Was this somebody from the Oakland Tribune?
- Williams: Carl Irving.
- LaBerge: Do you want to comment more on that? What I have is that he asked Dick Hafner, who was the Public Information officer, to clarify the University's policy about students organizing on University property. Is that what you're referring to?
- Williams: What happened is that Carl Irving looked at that spot and he recognized that it was not University property; he wanted to know, "Why are you permitting things to take place on campus and not out there?" That question was asked and Dick, as I recall, brought it up and said, "Here we have it. We've got to do something about it." This relates to the time that Katherine was on vacation and I was here and we had the meeting with Dick Hafner, Frank Woodward, the chief of police, Forrest Tregoe, and others. We were going to take a look at the...
- LaBerge: Is this the bicycle meeting?
- Williams: Yes.

---

\*See Katherine A. Towle, Administration and Leadership.



LaBerge: I have that memorandum here about "Bicycles and bongo drums in the area by Bancroft and Telegraph," and this was July 22, 1964.\* People present were Betty Neely, yourself, Captain Woodward, Lieutenant Chandler, Dick Hafner, and Alex Sheriffs.

Williams: Alex didn't stick around.

LaBerge: Bicycles, obviously, were a problem on campus.

Williams: They requested that something be done about the strip. I refused to make any policy about the strip while Katherine Towle was away because I knew that she would be handling it quite differently from what anyone could handle it without her being here. So, that was accepted, and she returned. Some of us were still around, and she conducted the meeting. And that was also some of the stuff that was so stated in the letter that went out to student organizations. In fact, I know that it was. That was one of the problems that they were aware of. Students then came to her to find out and to get clarifications, and that was the cause of some of the meetings that she had that you first started talking about.

LaBerge: But this was sort of a background to it? This memorandum of July 22 says, "Item 3: Area by Bancroft and Telegraph: We noted that the area outside the posts of Bancroft and Telegraph was being misused according to University policy and that we could not turn our heads. We will continue to discuss this item on our Wednesday July 29 meeting."

Williams: Who wrote that? Alex?

LaBerge: Yes, but with a secretary J. H. [Jean Hyde]. After that I don't have a memorandum. But Alex Sheriffs' oral history indicates there was a meeting on September 4; it doesn't say Katherine Towle was there. It says that Alex Sheriffs, you, Betty Neely, Dick Hafner met, about what to do about the strip.\*\*

Williams: That's the one that I refused to act upon.

LaBerge: It said there were three alternatives; ignore the misuse--and everybody agreed that you couldn't do that. The other one was, renegotiate with the city to take over the property. Everybody

---

\*See appendix.

\*\*Alex C. Sheriffs, "The University of California and the Free Speech Movement: Perspectives from a Faculty Member and Administrator," Education Issues and Planning, 1953-1966.

LaBerge: rejected that because it couldn't be done in time before school started. And the third one was to make it a poster area, which you couldn't do, because of the traffic problems there. Is that accurate?

Williams: That is true.

LaBerge: And you all agreed?

Williams: Whether or not we could have done it because of the traffic was questionable, but what you have is accurate, as I recall.

LaBerge: And the only alternative was to treat it like any other area and enforce the Kerr Directives?

Williams: Yes. We need the Kerr Directives\*. They were developed and then the next year they were redeveloped and so on. They must be around; they're good.

LaBerge: We have got amendments to it.

At this meeting, Ed Strong added, "If this has to be done, the reasons should be made clear in advance." I thought that that statement was telling that he was 'iffy' on whether he thought that it should be done, or that he was concerned that the students would have fair notice.

Williams: I think the latter is true.

LaBerge: But that whole bicycle meeting was a precursor to all this. Both from Alex Sheriffs's and Katherine Towle's memoirs, it sounded like Alex Sheriffs wanted the Dean of Students' Office to police the area more.

Williams: He passed the buck to the Dean of Students' Office beautifully.

LaBerge: He felt they weren't doing their job, that somebody should go down there and students would remove the tables, and as soon as they were back up at their office, the students would put the tables back again and that they should have been..

Williams: ...been tough. I don't remember any arguments about that, but I read and saw the same thing. I guess Alex did say that.

---

\*See Stadtman, The University of California, pp. 435-436.

LaBerge: The Bancroft strip thing was one Katherine Towle cited: if that had been resolved to start with, that would have alleviated a lot of the problems--if it had been deeded over.

Williams: Who knows?

LaBerge: Another one was a meeting and report from the Bellquist Committee in 1960. I don't know if you have this or have seen it. It was July 20, 1960, and it was a committee of faculty meeting on the administration of the regulations on student government, student organizations, and the use of University facilities, with a memo to Chancellor Seaborg. This is a memo that Katherine Towle had never seen but found later.\*

These ideas about freedom of speech and what was allowed on campus were nothing new--it had been happening and it had been discussed, but I guess the policies weren't clear. But in these recommendations, the committee believed that the restriction on political activity was unjustified, that the fundraising restriction was too restrictive, and that the literature restriction was not justified. And this was 1960.

Williams: Eric Bellquist's beautiful hand...

LaBerge: You mentioned, too, that he worked in your office.

#### Legality of the Rules

LaBerge: The last one Katherine Towle mentioned was an opinion written by the counsel for the Regents, Thomas Cunningham, on the legality of the rules. In 1964, Alex Sheriffs asked him for an opinion. Here's a copy of it for you.\*\* This was September 21, 1964, about the University regulations and the use of University facilities.

Thomas Cunningham reminds Alex Sheriffs that he [Cunningham] previously gave him a memorandum in 1961 on the same subject and noted, with respect to political material, "that there is no federal constitutional prohibition of such activities, and the state constitution and University regulations require only that the University, as such, may not become involved in political activities." Then he goes on to state, "There would appear to be

---

\*See Katherine A. Towle, Administration and Leadership.

\*\*Ibid.

LaBerge: no legal reason why partisan political literature, not only specifically supporting or opposing a candidate or a proposition but also urging the victory or defeat through appropriate votes of a proposition or candidate and suggesting action and recruiting individuals therefore may not be permitted." And then later, "In other words, the limitations suggested with respect to the type of non-commercial literature which may be distributed in the Bancroft-Telegraph area is not consistent with the existing Berkeley campus regulation and that regulation would have to be amended accordingly." What Katherine Towle was saying is that the counsel had already spoken about the legality of this in 1961 and somehow that memo was lost; had she known about it she would have acted differently. Did you know about either of those?

Williams: No. I don't know whether Tom Cunningham's letter or memo of the twenty-first was after the meeting or not--I think that it was. Who knows? Yes, it would have been nice, it would have given a little bit more facility and space being used for it. That's about the only thing that I can think of. And used for political activity. Obviously, this came from Alex to Tom Cunningham.

LaBerge: Alex asked for his opinion.

Williams: Did he respond?

LaBerge: No. I don't have a copy of the response anyway.

Because we started talking about the Free Speech Movement today, would you have some broad statement to make about it? If there hadn't been the Free Speech Movement at that point in time, would there have been something else to change situations in the world? Would there have been a way to stop it all happening, do you think?

Williams: Germaine, you're going to have to have a pipeline to God to be able to tell whether or not that would have occurred. Students will bring out lots of things many, many times and undoubtedly, they're going to be looking for the best ways that they can be served, and more power to them. Who knows? I remember the time the Chancellor made the statement about the bicycles, and yes, we were in deep difficulty on whether we would be able to control them and prevent accidents that took place on campus. It was legitimate to do something about it. It would have been nice to have had those extra facilities and space, but I don't think it's that critical.

LaBerge: What lessons do you think the University learned from the Free Speech Movement? Or you, personally?

Williams: I think it would be better to wait until next time. You posed something that is very, very important to me and I think I better start doing some thinking. The Six Years' War, what did we learn?

Free Speech Movement Profile##

LaBerge: What about this Free Speech Movement Profile that you wrote in 1969?\*

Williams: That's just a matter of information, and I don't know if it has anything to do with this.

LaBerge: I got a lot out of it. Did you do that out of your own initiative or did someone suggest you write this?

Williams: No, I did this on my own initiative. I told you that my niece, who is a Stanford graduate, Phi Beta Kappa, put it together for me. I designed it, what I wanted to have researched.

I walked into the office one day and here this gal was sitting at the file cabinet. I felt that there was much more that she can do than just sitting at the file cabinet so I took her into the office and told her what I wanted on this. It was something that I'd wanted to do for years. So, I was interested to see just exactly what the group (of students) looked like. How did they respond? Were they any different from anybody else? What were their intellectual powers, as measured by certain tests and measurements that we had and so on. I hope that it reflects that because those are some of the things that I wanted to find out. If there is place for it, then fine.

LaBerge: I think it would be a good thing to have in the volume. Did you find out anything you were surprised at, as far as the composition of the student group?

Williams: No, no. They didn't represent a typical collegiate clientele. That's the thing that I was very glad that I saw. Lot of competence, brightness, a lot of need for identification.

LaBerge: For instance, you broke it down into how many males, how many females, how many freshmen, sophomores, juniors, seniors, what

---

\*See appendix.

fields they were in. One of the interesting things was the major field represented--the social sciences.

I also think it is interesting that you did that in 1969; that was some time after the Free Speech Movement but you were already involved in other turmoil on campus.

Williams: That's why I had somebody do the job for me.

LaBerge: Do you think you learned any techniques from the Free Speech Movement that you later used with the whole People's Park controversy?

Williams: I will try to give you an answer.

LaBerge: Do you see those two things as connected?

Williams: One of the titles that I made out was the "Six Years War" and "What did we learn?" That was one of my hopes for an oral history, and that's one of the things that I think that I need to..What you're asking me now is something I've got to take a very serious look at and try to make an analysis of, how I feel about this. You are trying to close me off and I don't know whether I can. [Laughter]

LaBerge: Do you mean I'm forcing you into taking a position? [Laughter]

Williams: Oh, no. I will do what I can but I would hesitate to really start working on it now. That's going to be a longer session and one that [I won't foul up on.]

LaBerge: I think this is a good place to stop then.

Recommendations to the Heyman Committee, 1964##

LaBerge: Let's go back to the Free Speech Movement--just a couple of things. One of the papers that you gave me is a recommendation to Chancellor Strong in your own handwriting, about the results of the Heyman Committee.\* Could you talk more about that--what your judgment was of the Heyman Committee's recommendations?

---

\*See appendix.

Williams: I disagreed with the Heyman Committee report. I don't recall specifically what my disagreements were. I think it was possibly that they might have been a little bit more severe than they needed. I did have a strong feeling after the hearing that efforts should be made to cross it off and let people then go ahead and be students and not have fear of any further penalties being imposed upon them for violations. I think I wrote that essentially in a letter to Chancellor Strong, but I never knew whether that ever got to him. After taking a look at some of the documents recently I can perhaps understand now why nothing would have been given to him about that because of the pressure to discipline students and discipline them rather severely. It was being placed upon him, being placed upon President Kerr. If my letter had gotten through, it would have been another irritation and then more difficult for them to do what they felt was necessary. I think I was right, but the pressures of other people and other institutions or agencies were much stronger than mine. I was convinced that it would create an eruption.

LaBerge: You had to send recommendations to the Heyman Committee on the eight students, and your recommendation was "indefinite suspension"—that was the term you used on paper.\* This was in October of '64.

Williams: No, the suspension wasn't indefinite. It was there for a specified period of time. Dismissal was something that would be for "X" semester; it was more severe. I think that that was the point; I thought dismissal was too severe a penalty.

Some felt that, in effect, dismissal would have meant expulsion from the University, not too likely to come back. We never used the term "expulsion" because that was the capital punishment of all academic work for us. Some thought dismissal for some was more appropriate than whatever was given. My concern was that I did not, because I feared that we would run into difficulty if we imposed other penalties upon people. I think that proved to be true—we had difficulty. As far as the Heyman Committee was concerned, it was a wonderful committee and a real experience of being on the hot seat for three full days. They did a magnificent job. It too was witnessed by students; we couldn't have very many but we had a few there.

LaBerge: Another thing that you mentioned was your concern that the University not become a court of law, that your relationship with students was becoming too legalistic.

---

\*See appendix.

Williams: This was one of the fears that I had. The disciplinary procedures formerly--not always but very frequently--resulted in a very fine relationship between the person being punished and the dean taking them before the "court." If we treated them fairly they were well aware of it, and they felt that they had been given an opportunity to be heard properly and be more willing to accept whatever penalty would be handed down. In other words, they weren't laws; we weren't dealing with laws; we were dealing with rules and regulations. We were not at any point in the adversarial position.

Time, Place, and Manner Rules

Williams: The adversarial position became more prominent after the Time, Place, and Manner Rules and Regulations were developed. And I have to admit that they worked out all right. We did, in doing so, provide an opportunity to give them enough ways of being heard and represented by lawyers, being more precise in our rules and regulations, but still not going to the point where it was a court.

LaBerge: Do you want to say more about the Time, Place, and Manner Rules? I think they were developed in 1965 after Martin Meyerson became chancellor.

Williams: No, that's the beginning of it. Roger Heyns was the one who finally got the book together.

LaBerge: Because of what happened after that [anti-Vietnam rallies, People's Park] I would think they were helpful.

Williams: They were tremendously helpful for the University and the students. In other words, the rules and regulations became much more precise.

LaBerge: And your policy probably looked more consistent.

Williams: Yes. I still have not seen any of them--they've got to be around too and I'd sure like to see them again.\*

More on the Faculty Resolution, December 1964

LaBerge: Another thing in the Free Speech Movement you felt was significant was the faculty resolution in December of 1964. Do

---

\*See appendix.



LaBerge: you want to say why that was significant?

Williams: You are making a liberal out of me all right. That was quite an occasion when the faculty got together in Wheeler Auditorium; a great deal was mentioned about Time, Place, and Manner which was developed at that time. In this instance, I think the faculty was taking the position that "it's a little quiet now; give us a chance to simmer down." I have to admit that I was inconsistent perhaps in feeling that "that's a good idea," rather than taking the position that "they have violated the rules and regulations and need to be punished, or they need to be heard, and they need to find out whether or not they can be scot-free or whether they should be penalized in some fashion."

It was a wise resolution, period, and it would have been very nice to think that we could have all gone out of there and sort of gotten the slate clean, started all over again. I admit that violates my own principle of what a person should have to go through, perhaps, if he violates a rule, regulation, or a law and so on. I guess I have to be labeled as one of the rebels who was in the minority on that resolution.

LaBerge: The circumstances were extraordinary at that time, and it sounds like the wisest thing to do was to step back and let things simmer down, because you were in the middle of an explosion.

Williams: Explosion or implosion? [Laughter]

LaBerge: Do you think the faculty influenced the Regents in any way, or it had an impact on the students?

Williams: The most important part of the power of that resolution from my standpoint was: the faculty was willing to take whatever criticism or putdown to be able to make sure we had a university--no matter how much criticism individuals give from the outside--but a university has to be free and if it weren't free then it is no longer a university. To me that was one of the great lessons I felt that I had learned when I saw such things happen and also in relationship with the faculty, individuals, others and so on about how they felt, and also their great drive to have academic freedom in the pursuit of their research programs. Without that academic freedom your research programs would be worthless. Thanks for pulling me back on that one, that's the one that I lost.

LaBerge: I know you mentioned it a couple of times, but we didn't really talk about it. Also Ray Colvig mentioned that afterwards there was a change in the way the press either viewed the situation at Berkeley or talked about it, that the faculty resolution really had an impact, even if it didn't have more power.

- Williams: I didn't hear Ray say that, but I think that a good journalist or people involved in writing news would have recognized that that was a very powerful action. I think Ray mentioned the name of Bill Twombly who is still the Los Angeles Times' reporter of educational affairs. He's an excellent reporter.
- LaBerge: I guess that until this time the press was reporting everything going on as "these students are doing this," and "it was just the students agitating," whereas when the faculty took this position, the faculty was saying, "the students have good ideas and maybe their ideas are correct and we ought to do something about it." It gave it [the FSM] more credibility.
- Williams: I don't know whether that happened or not. I'm not sure because I don't think we ever reached the point where we brought in the students to be able to do as much as we thought they can do, or some were advocating that they could do, in contributing to the welfare of the academic program of the University. The faculty was still guarding jealously their right, their responsibility of conducting and developing the curricula of the university. But I do feel that it did have an impact upon some faculty and made them more willing to listen to students and to understand that the students have the capability of making some great contributions. I think if I had it to do all over again that would be one phase of life that I would have fought for much more strenuously than I did, and try to be their [the students'] representative.

## VI DEAN OF STUDENTS, 1966-1970

[Interview 6: 21 February 1989]##

Report on Campus Unrest, 1964-1970

Williams: I picked this up last night. [looking at report] I don't know where it had been up to that point. I found something that I categorize as a gold mine. It is headed: "Statement: President's Commission on Campus Unrest. Presented July 24, 1970." It goes on, "The past eight years, University of California, Berkeley and the city of Berkeley had been the scene of a series of civil disorders that have transformed the life of the city and the University. Many of these events have received nationwide publicity; some have not, but I believe it is necessary, in order to present at least a partial picture of the conditions in Berkeley, to list these occurrences in their order."

LaBerge: Before you go on, did you prepare this yourself?

Williams: No, I did not. I just found this myself. I think that this was prepared possibly by Chief Bealle, who has done a magnificent job, and I'm not even positive of that. It lists activities by month, by location, and the nature of the incident. First is March [1964], University of California campus, nature of the incident was Charter Day demonstrations against President John F. Kennedy by Fairplay for Cuba activists. The notation that I put was that that was a very mild difficulty, because we were very proud of having President Kennedy here, which was something that was highly worthwhile.

Then in October and December [1964], problem on the U. C. campus: police car incident and the Free Speech Movement; Sproul Hall sit-in; crowds varying from 200 to a maximum of 10,000; 773 were arrested, approximately 65 percent of those arrested were students. That was a serious problem.

Williams: In May, U. C. campus: the Filthy Speech Movement; four were arrested. The only statement that I could take a look at and be satisfied with is that it was something done in bad taste.

LaBerge: Could you elaborate on that a little bit--what happened and what your involvement was?

Williams: It followed the Free Speech Movement and it was just another attempt to be able to emphasize the freedom of speech and what can be done and how little it is possible to be able to control any kind of speech. It was vulgar in lots of ways and it was not something that you would be very happy to have. It was certainly something that would deny the dignity of a university and the environment of the University, but nevertheless, it was carried on. It did involve men and women.

It would be good to look at the judgment in this episode of Judge Wake Taylor. He was a graduate of the University, a Phi Beta Kappa. I think he handled the appellate processes. The judgment sets out a good philosophy for colleges and universities to follow.

LaBerge: What about the aftermath of the proposed resignations of President Kerr and Chancellor [Martin] Meyerson?

Williams: I'm not so sure that that was a very serious proposal and I don't think this had really anything to do about it. To the best of my recollection, it did not.

LaBerge: What I had read is that President Kerr felt he was being told what to do by several individual Regents.

Williams: I don't doubt that at all. The Regents were very much concerned about activities on the campus, and one of them, Ronald Reagan, was more concerned about them than any others. Ronald Reagan, in those days, did what was Ronald Reagan and responded in all sorts of ways. I'm certain he had a very definite part to play in the final resignation of Clark Kerr. But I wouldn't say it on this particular issue.

August in the city of Berkeley in 1965: two train demonstrations; crowd varied from 50 to 500. As I remember it, this took place off of University Avenue, where the Western Pacific went by and there were efforts to try to be able to disrupt, derail the train, itself. It was dangerous but I don't recall that anybody was hurt.

LaBerge: Were the majority of the people students?

Williams: I don't know. Those that were making the noises perhaps were students, but I don't know how many were. They varied in crowds

Williams: from 50 to 500. I would imagine that there were a lot of people who were curious and came down to see whether it was going to be possible to derail the train.

The next is the Vietnam Day teach-in. That was on the U. C. campus. Crowds varied from 3500 to 5000. There were three Vietnam Day marches. Participants varied from a minimum of 2500 to a maximum of 10,000. My interpretation of this is going to be a little bit mixed up, because my response is "more power to you and the more that you can emphasize the need to get rid of the Vietnam War, the better off it's going to be."

LaBerge: Did you feel that way, then, in 1966?

Williams: Yes.

LaBerge: What was your involvement with the students' protesting?

Williams: I wasn't worried about them protesting; they were off-campus, they were doing a thing of their own matter, their own place, and that didn't involve the University at all.

LaBerge: So you didn't have to do any disciplining?

Williams: No.

LaBerge: Were the teach-ins peaceful?

Williams: The teach-ins were peaceful, as I recall. Later, we had teach-ins in Pauley Ballroom, and they were serious and quite effective.

LaBerge: Would students have had to come to you to get permission to use the ballroom?

Williams: I think, in that instance, they worked that out with the ASUC for the use of that facility.

The next seven days of demonstrations by the American Nazi Party--this is right outside the campus, actually in the infamous twenty-six feet of land--were there, and people were interested in it and looked at it. Several of our students challenged them. There was no problem that I recall, and I don't think anybody was in any kind of danger. There may have been some who had gotten quite excited. But I fail to remember anything that would make it unusual. In other words, it didn't have much effect upon the campus.

On two occasions, violence occurred. Police were called to restore order. I don't remember the incident.

Williams: Women's March from the U. C. campus for the Oakland Induction Center; no estimate of the crowd. I can't give you anything other than a statement of "Well done."

Next is in March 1966]; U. C. campus: Charter Day exercises attempted to disrupt the appearance of Ambassador [to the United Nations] Arthur Goldberg. That was held in Harmon Gymnasium. Ambassador Goldberg did agree to speak and debate with a person who was a very competent individual; that individual was Rick Brown who was a graduate student--very bright, very capable. As powerful as Goldberg was, I had the feeling that Rick Brown was a better speaker, had better arguments, and won the battle. No problems resulting from it. It was well carried out and attended and composed of a group of people who were enjoying the speech.

LaBerge: What would your role have been at a Charter Day like that?

Williams: We were prepared to get assistance if it was necessary, if there were violations of some kind where people were being attacked. I guess we would have had to have police assistance. If there were any violations of rules and regulations then we would have been involved in that. But there were no violations.

LaBerge: So you were there kind of waiting or overseeing things?

Williams: I was relaxed.

Next, the U. C. campus in April [1966]: march to the Chancellor's office protesting student discipline for violations of University regulations. That was mild, and I think, perhaps, someone accepted the statement from the students and said they would refer it to the Chancellor. That's all that I can remember about anything that might have happened.

In April in the city of Berkeley, VDC [Vietnam Day Committee] street demonstrations in President's office in support of Saigon students. Declared an unlawful assembly; estimated attendance--1,500 people.

Then in April, U. C. campus: Air Force recruiting table picketed; police called when fighting occurred. This was an uncomfortable incident and uncomfortable for some time until we got this thing straightened out, to be able to provide for people to be invited to the campus. We did find a way by encouraging people who were going to come, Air Force people, Navy, or whoever, to be able to be invited to the campus, hence to be able to help put up a table and have, also, literature, and to be able to give to students if they so desired to have it.

Williams: Students for a Democratic Society demonstrated against Russian ambassador on campus. I don't remember this one at all. There isn't any estimate of numbers. This is in November [1966].

LaBerge: This is the group that was known as the SDS, is that right?

Williams: Students for a Democratic Society. They were a liberal group, also antagonistic towards the status quo. Those things I've mentioned, but I don't remember anything that happened as a result of them being here.

LaBerge: I have read in one of my chronologies that at one time, I think it was after this, that Chancellor Heyns didn't allow them to register as a student group because they had violated some of the campus regulations.

Williams: I think, in that instance, they were signing people up and they were not students and not qualified to be able to be given space for whatever they wanted to do. Then there's another one-- Progressive Student Committee pickets Brazilian ambassador. I don't recall anything about that, or any problem.

The next one is November [1966]; two hundred demonstrators sit-in protesting Navy recruiters; nine arrested; near riot by 2,000 to 3,000 students following arrest. That got tense and difficult.

U. C. campus: four-day student strike called protesting arrest. No estimate of numbers involved. My comment was, "It shouldn't have happened." Why I said it, I haven't the slightest idea right now.

Governor Reagan's First Regents' Meeting: Firing of Clark Kerr, January 1967

Williams: U. C. campus, city of Berkeley, demonstration at governor's first Regents' meeting.

LaBerge: Governor, being Ronald Reagan?

Williams: Governor being Ronald Reagan. We were marching; that's the time that I had my duty outside the perimeter of California Hall here. Ronald Reagan would go to the window every so often and have something to say by hand or whatever (that he might be able to describe himself). That was an intense time, and I remember one of my buddies, Art Goldberg, was very much concerned. I'll never

- Williams: forget a statement that he made and kept emphasizing to me. He said, "He's a dangerous man." Why I should remember that I haven't the slightest idea, but that was his comment.
- LaBerge: When we're talking about this, Art Goldberg is a student; he's not the ambassador.
- Williams: No.
- LaBerge: When you said you were marching outside...
- Williams: I was trying to just keep things normal.
- LaBerge: You were there, milling around talking to people?
- Williams: I would be there talking to people in the crowd, and other members of my staff were there. As far as I know, we got along all right, although the Regents couldn't go in and out just as they wanted to be able to do that. They had to be careful and it was an embarrassing incident and something that also irritated people there and made it more difficult for students if they were attempting to benefit from whatever they were going to do, because they weren't benefiting then.
- LaBerge: Would your staff have known about this beforehand? Just anticipating it, or would some of the students have told you, "This is what we are going to do."
- Williams: The word gets down from on high that we're going to be here, that the governor is going to be here for the first time. That's in the Daily Californian so everyone knows about it, so that gets around without any trouble at all.
- LaBerge: That was the meeting where Kerr was fired—Reagan's first Regents' meeting. There was official comment in the press about this. Was there any comment from the students, administration?
- Williams: The one that felt it most, as I recall, and was seen on television, was Roger Heyns. I remember him saying he just did not want to comment; he said, "I don't trust myself at this time."
- LaBerge: What was the reaction of those who worked here?
- Williams: We were pleased that the meeting was over. I think we would have been much happier if we could have had it in Sacramento or Fresno or in the Mojave Desert or something of the sort. But it was his [Reagan's] right to be here, as he is the ex officio member of the Regents. I think the more that he could be here and the more that the Regents had the opportunity to be able to express



- Williams: themselves with him, it would be better off for everyone concerned. But whether or not that happens I'm not able to tell you.
- LaBerge: How did you feel about the President being fired?
- Williams: I was unhappy. I think I've told you before about Clark Kerr; he's a brilliant person. I think he was a person who had a great vision, particularly demonstrated by the various campuses that were developed under his leadership. We will shortly reemphasize his work in that respect because we're certain that we're going to have new campuses--a couple of campuses--to be able to provide more for the people who need to come and want to come to the University of California. In that instance we lost a good man--there are no questions about it. I have my differences with Clark, but not very many differences. We had a few but on the whole, I was a fan of his. Should I continue?
- LaBerge: I want to ask you one more thing while we're on this subject. After the firing, there was a special convocation of the faculty at the Greek Theatre [April 1967]. The faculty decided to have this: it sounded like a reaction to the fact that he was fired, a reaction to Reagan being the governor, and budget cuts, and wanting to defend the University. Do you have any recollection of that? They had Earl Warren speak and John Kenneth Galbraith, and one other person, just sort of to defend the University.
- Williams: I don't remember that. He comes in later on where there was a special meeting held at the Greek Theatre--and that special meeting was attended by all--and the tragedy of Mario Savio being taken off by police. Kerr was there. [December 1964]
- LaBerge: That was the one in 1964 during the Free Speech Movement.
- Williams: That's the one I'm talking about now. We get to that a little bit later. All this is Six Years' War.
- LaBerge: I was just sidetracking you when we got to a certain subject. We had gotten down to the first Regents' meeting.
- Williams: Then military recruiters picketed for three days; no estimate of the numbers involved [1967]. That was another incident that I talked about previously. They were invited to come on campus and they were here under the aegis of the University. I won't put it that way--under the aegis of it--but the University permitted them to come and utilize the facilities and talk with young people interested in military services if they so desired.

There's one in the city of Berkeley: hippies take over Telegraph Avenue for a one-day happening [April 1967]; crowd estimated at 1,500; no arrests. I don't recall that, but I had a

Williams: different feeling about the so-called hippie groups because they were a very gentle people. They didn't last long after others came in; they went into other parts of the country, but they were happy individuals, very pleasant. They were not necessarily the greatest example of human beings...

LaBerge: ...responsibility?

Williams: Maybe responsibility, if we want to take that attitude. They didn't care much about responsibility. Somehow they got along and everything was fine, they were enjoying themselves, which they did.

LaBerge: Were many students hippies?

Williams: Not many.

U. C. campus, city of Berkeley: Spring Mobilization rally and march [April 1967]; I can't say anything. There's another one that perhaps comes in here; the Students for a Democratic Society would march to campus to the Berkeley draft board.

LaBerge: It seems to have changed from the Free Speech Movement to anti-war protests.

Williams: There was a great deal of that, and the emphasis upon Vietnam particularly. Students nationwide were very much responsible for preventing a person to become president of the United States again and also to discontinue the Vietnam War.

"Stop the Draft Week" [October 1967]: Oakland induction center; many arrests. That was in the city of Oakland. And then "Free Huey" [Newton] Demonstrations numbered up to 1,500.

LaBerge: Maybe you can say who Huey Newton is.

Williams: Huey Newton organized the Black Panther group, a person who has been in and out of trouble very seriously for many years. Had been, at that time, in jail for about two years--I might be close, but I'm not sure. That was a great stress on "Free Huey Newton," because he was liked and respected by the population in the city of Oakland and they were going to do everything they could to help. I don't recall that we had any problem with him. I think he's still in trouble.

LaBerge: I haven't heard anything in a long time. Before you start 1968, in my notes I have that during the "Stop the Draft Week" in October, there were clashes with the police: the student union was locked, and it was the first use of chemical mace, and there

LaBerge: had to be discipline so "there was discipline by Dean Arleigh Williams." There's a quote: "the Jolly Roger flag incident." I didn't know what that meant or if you would remember.

Williams: That's the pirates--Roger Heyns.

LaBerge: Is that what it was? Were you responsible for doing the disciplining, though? It didn't say what you did.

Williams: I wish you can give me more information about it.

LaBerge: This was just a phrase from one of Ray Colvig's chronologies and it just said, "ultimatum, Jolly Roger flag."

Chancellor Roger Heyns

Williams: Yes, that was Roger Heyns. Roger Heyns and I had a very close relationship, and each of us did what we thought had to be done. And I was proud to be able to work with him.

LaBerge: Was your contact directly with him, as opposed to when Chancellor Strong was chancellor? It sounded like you worked through somebody else.

Williams: Roger Heyns, much closer. Chancellor Strong was not in there very long. Glenn Seaborg, Ed Strong, then after Ed Strong came Roger Heyns.

LaBerge: He's the one that appointed you dean of students, is that right?

Williams: Yes. Magnificent human being as much as I've ever seen any man to be, and a very capable person and an unusually fine administrator. I think he probably received more attention or more accolades as a human being and as an educator than any person I've ever known.

LaBerge: He stepped in at a hard time, too.

Williams: He came in at a difficult time and people wondered why in the world he wanted to leave Michigan.

##

Williams: I have deep respect for him. We met frequently in discussing problems with members of his staff. I was fortunate enough to be the dean of students and be invited to be with him and have the opportunity to express myself as well as I could, and also to provide other information if I felt that were needed. We thought

- Williams: very much alike and I think by the time that we got down to the end of it, and the decision had to be made after he had gone through all of us, I felt that I was given my share, in terms of being able to do something on behalf of the students and on behalf of the University. I think we had one mix-up during that whole period of time.
- LaBerge: And what was that?
- Williams: That was relative to police on campus. It had gotten very, very tense.
- LaBerge: Was this the People's Park period?
- Williams: People's Park was one of them, and other things too. We had police come on campus, and when they come on campus, the Chancellor loses his power. This is something he fought against and made sure he had control, as much as he could. There were some he couldn't. But then suddenly it got awfully tough; the police were backed up a wall, practically, at this time and, I think this is later on when the Weathermen were around. Bob Johnson, who was vice chancellor of student affairs, and I walked back. At that time, Bob did recommend, and I did recommend too, that "it looks like we need some help." Roger got nothing, didn't take our advice.
- LaBerge: So what happened, since you didn't get help?
- Williams: He won. We were able to resolve it ourselves. I just gave you that as the one example that we had a difference.
- LaBerge: Otherwise you thought alike?
- Williams: I realized too, after that, we're very wrong and he was dead right, particularly when the Alameda County sheriff takes over and runs the University campus because of the disruption. I think it becomes very serious and it's something that a University must try by all means to prevent from ever happening. The integrity of the University can't be violated; that's what would happen, that's what would take place.
- LaBerge: How do you think he helped to bring peace on campus when he came? Did he helped mend broken fences? Because he came right in the aftermath of the Free Speech Movement and the arrests and the incidents?
- Williams: He was in the Free Speech Movement, yes.
- LaBerge: Was he able to bring a different spirit?

Williams: I think you're very much right; he did come with a different spirit. A man who is unusually secure and a man who had a deep feeling about human beings, married to a wife who supported him beautifully.

LaBerge: His wife's name is Esther Heyns?

Williams: Esther. They're beautiful people and very wise.

LaBerge: Do you want to go on with your 1968 chronology?

Williams: Four bombings with explosives--that was in the county. Berkeley had bombing with explosives, several times.

The city of Berkeley and the U. C. campus, following a rally in support of French students. I have no recollection of this. Another of the city of Berkeley; fire bombing attempt on Pacific Gas and Electric. U. C. campus; bombing with explosives.

LaBerge: Would you get advance warning of bombs or some message to your office saying, "Warning: there's a bomb in such and such a building?"

#### Bombing of Callaghan Hall, February 1968

Williams: We had a meeting. Roger Heyns had a meeting--Esther was with him--Roger was speaking in the cafeteria of the Student Center and suddenly, the blasts shook us all. It was obvious that we had a bombing and we did have a bombing in Callaghan Hall.

LaBerge: Callaghan Hall was the ROTC [Reserve Officers' Training Corps]?

Williams: Yes, Army, Navy.

LaBerge: So how would you immediately respond to that?

Williams: I walked out and went down to see what it was like and came back and reported to him. The place was pretty well bombed out, in the center of it, and it was opened so I did go in. I think I made a mistake and the people probably felt that I was being a grandstander. I don't know whether they did or not; no one said, but anyway, I felt that I needed to get in and get a good, clear picture of what had taken place.

LaBerge: Also, to see if there were any students or other people in there, I would think.

Williams: There were none. It was serious.

LaBerge: Would you then have taken some kind of stand or made a statement to students or to the press or something about that?

Williams: I don't recall that I did.

LaBerge: Would that have been someone else's job, like Dick Hafner?

Williams: Dick Hafner and Ray Colvig would be the ones who would officially speak to the news media. I'm certain that they did.

LaBerge: Would students come into you for counseling after that, if they were scared?

Williams: No, I don't recall anything like that. That was a bombing that took place and it was a tough one, did a lot of damage. Fortunately, nobody was hurt. There were some who felt, if I recall correctly, that the person who bombed could have been almost caught; he got away and left a note in a car that was an old one. But he was not found. It was enough to make you rather sober.

LaBerge: How did you keep at your job or keep coming to work when things like that were happening? It must have been hard, and your family must have worried about you.

Williams: I don't think that ever came up. They didn't agree with me always about what was going to be happening. They said, "He's probably a little bit nuts, so he can go ahead and do what he wants; there's no changing him." [Laughter]

#### Eldridge Cleaver

LaBerge: One thing I wanted to ask you about in 1968 was the controversy over the Eldridge Cleaver course [Social Analysis 139x: Dehumanization and Regeneration of the American Social Order]. How were you involved in that?

Williams: I was involved in that because of the takeover of Sproul Hall.

LaBerge: Were you in the all night sit-in [October 1968]?

Williams: I think so. There were several times that we went around the clock, sixty hours without sleep. I have a piece of information, but I don't know whether I brought it or not. Here is an

Williams: evaluation made by a fellow named [Professor Edward E.] Sampson\* who was a psychologist. He felt it was all right to have to go through a course, or committee on courses to have it approved. I resisted and resented this very, very much. I thought it was really a violation of the purposes of the University and it didn't do much good. The quality of the man was something I did not admire. I saw no reason why we should emphasize and pat him on the back and give him the opportunity to do what he might want to. I questioned the sincerity of the people who decided, "Here's a wonderful way of being able to make some noise." And they did. It all falls into the same possibilities. The downtrodden can be given an opportunity to do something, when at times they don't deserve it. Eldridge has had a colorful life, I guess he was charged for rape, wasn't he? You don't know about that.

LaBerge: How did you counsel students who were supporting him and who were protesting and having a sit-in?

Williams: I don't think I was ever judgmental, as I was by--just prior to what you asked--because the student himself had to make that kind of judgment. I think I would have raised issues and asked why, but I don't recall ever having counseled any students about the Cleaver incident. But if I did, I think I would have done it the way I described it.

#### Invasion of Moses Hall, October 23, 1968

Williams: Moses Hall was a serious one. And yes, the police were on campus and Bill Bealle was chief of police in the city of Berkeley and was the one who did the police work. It was a serious one. I sent some of my people over, particularly Peter Van Houten, and put him in there. I was up at the Chancellor's house when I got the call, and asked Peter to stay with them to see if they could get by throughout the night.

Moses Hall was a very serious and a rather mean invasion. I remember walking up behind Sproul Hall and seeing nails driven into a barricade that was being used at Moses Hall. My concern was that somebody was going to get ripped quite seriously before the night was over. The crowd, I think, was difficult. The crowd, for the first time, got a hold of Peter Camejo. Peter Camejo was the

---

\*See appendix for evaluations of Social Analysis 139x and accompanying memos.

Williams: leader of the Young Socialist Alliance. He was always able, prior to this time, to get out of being involved in the difficulty before somebody was going to get hurt, being picked up by the police. Peter was caught that night. From that point on, they made sure he had to stay. He was held responsible for whatever it could be possible for him to be responsible.

I think I had Bill McCormack and Peter Van Houten. I think Professor Walter Knight was the dean of the College of Letters and Science at that time and he was in his office, barricaded away from the people who would come into Moses. I asked Peter to stay and I said, "You may have difficulty but I don't think you're going to be able to get out." He said, "Don't worry, I'll take care of it." And he stayed throughout the night. I don't think he ran into any difficulty; I don't recall that he did. So, I had at least one worry that didn't become realized.

LaBerge: Were you there during the night also?

Williams: No, I wasn't there. I was the admiral doing the quarterbacking.

LaBerge: You already put in your time at the sit-ins. Who would have notified the police? Or were the police already there, knowing they needed to be there?

Williams: We knew about it. I had contact with Bill Bealle from noon on that day. And also Dwinelle, where the Chancellor's offices were, was taken over. Roger was not there, to the best of my recollection. But he was there at the Chancellor's house that night, and this was when I was talking to Peter Van Houten. We had conversations with Bill Bealle and knew exactly what he was going to do and how we were going to take care of it. I remember being the person who was responding to the communication media, of what was happening, what we were going to do.

LaBerge: Would you have gotten calls at the Chancellor's house?

Williams: No, I was in Dwinelle making sure everything was all right in that respect and checking it out to make sure everything was under control, and it was. There wasn't a great deal of activity at that point. There was nothing to be worrying about. But the news media wanted to know just exactly what we were going to do. I think my response--for some reason I remember--I said, "We can live with what's happening now. There's no worry." Another question was, "Will you arrest?" I said, "Yes, we will," and we did. Gee, I was tough!

LaBerge: I'm sure it was.

Williams: No, I'm being facetious. [Laughter]



- LaBerge: But wasn't it? You'd been going through this for four years by now--arrests...
- Williams: That's why I call it the Six Years' War. It was a tough time.
- LaBerge: I'm wondering how you came through it, with such a good attitude toward humanity in general, because you could have come away bitter. Throughout the whole thing you still kept your faith in people.
- Williams: I had that one bad time when I decided that I thought I should resign.
- LaBerge: This was during the Free Speech Movement that you were telling me about? I'd like to ask you about that. It was a time when you thought people should be penalized and Clark Kerr did not penalize them, is that right?
- Williams: No. I think that I was trying to give the feeling that it would be possible for the police to remove the people in the plaza, and that's where I was totally wrong. There would have been massacres. It would have been a very sad affair. That was an error in judgment on my part, because in reference to saying that I should resign, I got to the point that it didn't take very long before I said, "The hell with it. I could do more for the University if I stick around. I won't be able to do it if I don't." That was the end of it.
- LaBerge: Maybe once you made the decision to stay, then this became easier? But I can't imagine that it was easier.
- Williams: No.
- LaBerge: But you obviously got a lot of support from your family to get through this.
- Williams: A lot of support from the family, a tremendous amount of support from the staff. We're very pleased, very proud of them. Did things for the women--I think that I've already expressed that--that I'd never be able to get by with it again, that is, to get rid of them out over the housetops [September 1964]. But there were a lot of them that were very anxious to go. But by saying that, that changes the emphasis and I don't want to do it. The staff was wonderful and we had a great feeling for one another; undoubtedly made all sorts of mistakes but on the whole, I think we came out pretty much on top.

#### The Vietnam Issue

- LaBerge: There was a Vietnam commencement in Sproul Plaza in 1968.

- Williams: The commencement was well done. I think we had faculty participating in the program, and the program was well accepted. It may not have been accepted by the public; I don't recall there being too much difficulty. I do have a...
- LaBerge: Do you want to talk about this a little bit while you're giving me this letter?\*
- Williams: No. One of the reasons I'm giving you that letter is that Jim Lemmon did the job and did a beautiful job. I think I was either sick or something went wrong. Jim got all sorts of accolades for the way this was handled--"Finally somebody's got the guts enough to do something."
- LaBerge: He was dean of men?
- Williams: Yes. And I don't say that with any vindictiveness about it at all. Interestingly enough none of that ever came about--[the] relationship with the staff.

Vice Chancellor Bill Boyd

- LaBerge: What was your relationship with [Vice Chancellor] Bill Boyd?
- Williams: Good. He was very bright, very competent, hair-trigger, and he would cool down just as fast. I enjoyed him; I knew him well. I think we had a mutual admiration society and it was nice to be around him.
- LaBerge: Had he taken Alex Sheriffs' place?
- Williams: Yes.
- LaBerge: Did you go through Bill Boyd to Chancellor Heyns in the same way you went through Alex Sheriffs to Chancellor Strong?
- Williams: Much better to the Chancellor through Bill Boyd--much better than I did with any other. Alex was not...I don't know where Alex was. I have to hold off on that one.
- LaBerge: We've spoken about him anyway.

---

\*See appendix. Letter of Jim Lemmon to Peter Camejo.

Williams: Bill was very competent, as I say, hair-trigger. I just liked the guy. I respected his ability. There are things about his reputation I've never seen. He finally left us to go to the University of Oregon as president and during the last six, seven, eight years with the Johnson Foundation in Wisconsin. He retired as president of that this year. That's where he really should have been; that was really a think tank and a beautiful place for him to be.

### Orientations

LaBerge: There was something called Cal Prep Orientations for freshman. Were you involved in that?

Williams: Yes.

LaBerge: Tell me about it.

Williams: We created it and put the staff to work to be able to..Betty Neely can give you a lot of information about it. Helen Bierman worked on that. Peter Van Houten on the campus would probably be the best resource. He's on campus now in student advising. In fact, you ought to meet Peter anyway; he's a nice guy.

LaBerge: I have his name on my list. How did you create or decide that you needed this?

Williams: There was nothing there. What we were trying to do was to be able to develop an orientation program. Ultimately I think we arrived at that point which would make it easier for a student to come into the University.

LaBerge: Had there been nothing until then?

Williams: Not very much before. That essentially was the job. Then we also had "parents' days" and so on. They had recognized what they were going to do and what they're up against. It was, I think, all right, and it probably wasn't nearly as good as it was when it was finally over. There were a lot of people who participated in it and did a lot of work as students to carry on the Cal Prep.

LaBerge: Would students come before the semester started to do this?

Williams: Information went out to the students as they were admitted to the University, when they were going to have the opportunity to go through the orientation program. I can't give you precisely how that worked, but it worked.

- LaBerge: I think it's a fantastic idea, particularly in such a big university.
- Williams: We tried to make it small. One of our objectives was to provide such humanism as was possible, as it was needed here.
- LaBerge: Was there something like the buddy system or Big Brother/Big Sister for the new students?
- Williams: Stiles Hall was doing the Big Brother/Big Sister, and then the "Y" was doing that. I don't think we did that in our program.

Dean of Students' Office Programs

- LaBerge: Are there any other programs like those, that you instituted when you were dean of students?
- Williams: We worked very much in being able to get the names of people who were put on probation and as a result of it, life at the University might not be very long. So, we got the names and followed up by making appointments to talk with the people who were on probation; and followed that up a couple times to see whether they stayed with it or whether they were getting along all right or if they said, "Leave me alone, get out of my sight," anything of that sort. I remember checking the results of it at times and I think the results were rather positive. Those who would respond to the letter, come in, and have some counseling, were more likely to stay in the University than the others that didn't. So, that was one.
- LaBerge: How about setting up the Counseling Center?
- Williams: I'm going to have to tread very lightly on that one; let's hold off on that one 'til a little bit later.
- LaBerge: Until you think about what you want to say?
- Williams: It will be a very difficult one. There were some changes in the Counseling Center and members responsible for the changes. A person who was the director of the Counseling Center is a very bright person and also very aggressive. I want to be very careful exactly how I try to give you any descriptions there because there's undoubtedly some tender feelings still there.
- LaBerge: So, we'll come back to that.

Williams: We had the Learning Center. The Learning Center was over here in the old buildings that were supposed to have been torn down in 1918. The Learning Center was there for counseling, for academic assistance. It was started first by the Educational Opportunity Program and then I ran into Martha Maxwell. She is another person that I would want to be more gentle with than I perhaps was at one time. She was very capable, very knowledgeable about learning, and she set up the Learning Center as it is now. She did not last as an administrator because she had difficulties with her staff and so on, but she is responsible for the development of the Learning Center and made a great contribution for us. So, that was something that was set up for people who were marginal and needed help--a place where they could obtain help.

LaBerge: Sort of like tutoring?

Williams: Tutoring.

LaBerge: Was this under your office?

Williams: That would have been under [Associate Vice Chancellor for Student Affairs] Norvel Smith's office. Norvel would have been the top man in that structure. I think I would say that I was the one responsible for the development of that--I don't want to say that. I'll put it this way. I enjoyed being back with the Counseling Center. I enjoyed being with the Learning Center. I felt that was something that was very much worthwhile. Maybe the academicians feel to the contrary because they might feel that the students at the University of California shouldn't have to be tutored, but I'll leave it at that. When I get to that point when we start talking, you've got to help me out very tenderly.

LaBerge: ...so that you will not step on people's toes?

Williams: I don't want to step on people's toes. I don't want to get myself in the position where it feels I may be giving a different interpretation that I'm the great guy, because I'm not; I enjoyed what I did. I enjoyed the relationships with staff and students.

LaBerge: What about the Educational Opportunity Program?

Williams: The Educational Opportunity Program came under Roger Heyns. I'd have to go back into the books to be able to...

LaBerge: It was admitting students who might have trouble and helping them along all the way through their years here.

Williams: That's right.

LaBerge: And it was a great success from what I read.

Williams: It was a great success but it was a difficult job. As a result of it, too, because of political pressures and so on, I think it got off to a very poor start. There were so many people brought in that shouldn't have been here and it created somewhat of a disaster. But I think it got straightened out, and it's made a real nice development.

Lynn Sims was a wonderful guy. He was a Black student, a Californian. It was suggested by one of the members of the Junior Chamber of Commerce that he disqualify himself to escort one of the chosen queens in a parade. (The queen was white.)

The Californians brought it to my attention. I immediately went to the people running the program and said we wouldn't accept that. I was dean of men at the time. He ultimately just withdrew, wasn't going to be a part of it.

Actually, that was my first television experience. I moved into Katherine Towle's office, was interviewed by members of the press. I was the spokesperson for the University. That ended the programs put on by the Junior Chamber of Commerce yearly at Berkeley.

LaBerge: Was he in charge of it?

Williams: He did a great deal of it. He was doing that, making contacts, and recruiting people to come to the University.

My name was on it and I don't want it on it. [Looking at the FSM Profile]

LaBerge: You don't want your name on there?

Williams: No. That's why I brought this in. My niece is the one who gathered the data and wrote it in the fashion that was acceptable; I don't want it to look like I did it.

LaBerge: What's your niece's name?

Williams: Sherri Morgan.

This is going to be useful. You can read it.\* The reason I say that is because I came across this recently; the political pressure to discipline people was so overwhelming for Clark Kerr, Ed Strong, that it would have been impossible for them to have done anything else but to discipline. I wish they had thought of

---

\*See appendix. Recommendations to Kerr and Strong.

Williams: it more intensely and more clearly than they did, because I believe that a compromise at that particular period of time would have been most helpful. We would have had fewer problems and considerably less mobs coming upon the scene. So, that has to stay the way that it is. You're welcome to read what it is. I got a little bit eloquent but not too much.

LaBerge: So these were your recommendations?

Williams: Yes. "I offer these thoughts with a hope that they may be of some use to you and your preparation of your stand. And in addition, I'm taking the liberty of adding other comments which I consider to be related to the problem as a whole."

LaBerge: Did you think about the Free Speech Movement in general? Last time we ended, I asked your assessment of it--what did we learn, what would you do differently?

Williams: I'm glad you put the "learn" in there, because this is what I want to do. I want to be able to get it on tape. This stuff we've been going through is loaded with it.

LaBerge: Do you want to continue? We're just in 1968 with the incidents.

Williams: We can do that.

LaBerge: You must have a huge file cabinet at home.

Williams: I have and I'm getting to the point--I haven't told Ruthie about this, I'd better be careful--when I got into some of this stuff, I said, "Why don't I write something?"

LaBerge: Why not?

Williams: I feel like I might give it a try, get it on tape, I might just do it. Don't hold your breath.

#### Destruction of Wheeler Auditorium, 1969

Williams: 1969, two fire bombings; damage to Wheeler Auditorium and to the Placement Center.

LaBerge: Was Wheeler totally destroyed at that time?

Williams: Wheeler was totally destroyed. The auditorium and fortunately, we got through without... We were damn lucky. People weren't caught in it and destroyed. Wheeler Auditorium destroyed by fire, the loss estimated at \$1,177,000.

### Ethnic Studies

Williams: And then an incendiary device; damage to a U. C. classroom building. I don't know where. Then we have the 1969 Third World Liberation Front Strike [February 1969]; fifty-four days of strike activities; arrests totalled 179 including 126 students. That was the Chicanos and the Blacks.

LaBerge: I thought it was both, for an ethnic studies program.

Williams: Yes, there were some real battles out of that.

LaBerge: What was your role in that?

Williams: My role in this was to be able to do the best we can to prevent real fights from breaking out right up at Sather Gate. Frequently, Peter Steiner, who was a member of the staff, was a great assistant, being able to gather information about what was taking place throughout the campus. Getting along fine, just inside the marching of the students at this end of Sather Gate, and then a person spit on his face and that was it; he got out of that. That was the only real problem that ever, from our standpoint, that ever developed.

LaBerge: How was all of that resolved?

Williams: Black Studies developed. Chicanos continued and then they didn't really need to continue because the Black Studies was finally approved and they would have accepted the Chicano Studies just as well. My memory is not as good as I thought it would be on this one.

LaBerge: But you probably wouldn't have been involved in deciding on the courses anyway.

Williams: No, I wasn't involved in deciding what was going to take place from an academic standpoint. My problem at this period of time was to try to keep as much peace as possible; essentially that was it. I made some wonderful friends as a result of being involved.



People's Park, 1969 and 1989

Williams: When we got to People's Park disorder [May 1969], minimum of 1,500 to 3,000. Read this stuff carefully; I started to write all sorts of things.

LaBerge: What you thought about People's Park?

Williams: No, what we can do to be able to correct it. I'm going to question you tomorrow because this one really excites me. I think honestly there's a possibility that I might have an opportunity to talk with some people, try to convince them...

##

LaBerge: Whom could you talk to about People's Park, and what are your ideas?

Williams: I'm going back into the past, really. Around the campus, we've got Stiles Hall; we have the "Y" House; we have the Lutheran church, other churches. In those days, we used to have an organization of all of the churches and Stiles and the YW [CA]. Try again to be able to create an atmosphere which is warm, which is effective; people are going to be able to enjoy their life at the University and also have some extracurricular activities which are very valuable. I have to really look at it carefully, go back and regain those old time relationships. I would imagine there is a possibility of convincing the people who are the powers of the Park...

LaBerge: Would these be University people or Berkeley city people?

Williams: No, they were people who were mischieves.

LaBerge: In 1969 or now?

Williams: Then and now. I think they demand a great deal but they might listen if the University would be willing really to put something together. It might involve all the people who were associated with the Park. I think there were only two or three of them that are in control of it. And if Stiles would enter into it and the "Y" would enter into it and the church people would enter into it and get back into a real peacemaking program.

I think a peacemaking program at this point in time is popular, because it describes something that can be done better than anything I know of right now. It would be a great challenge to achieve: what it would do to the University and for the University students if we can really turn it around and do

- Williams: something that is truly worthwhile. I think we would have a right to smile a bit. But I've got to get my thinking cap on, to be able to explain it more thoroughly, clearly, so people would understand what I'm trying to say.
- LaBerge: Do you want to save People's Park for tomorrow, because I think you might want to spend more time on that situation, or did you want to start...?
- Williams: I'd like to get going on People's Park but I don't know that I'm ready for it. We might be able to start something worthwhile. I told you that I have a faculty member and his wife coming down on Friday. I don't know whether I can convince him but anyway...
- LaBerge: We've touched on People's Park a couple of times when you talked about Ronald Reagan sending in the troops [May 1969]. Someone else can look at the facts at what happened at People's Park, but what did you see as the University's role there? And how did you feel it was handled?
- Williams: I think I told you that I was on a Housing Committee, and we had made plans for People's Park to be developed for housing. And then the Regents decided that we don't need any more, so our plan went out the window. Prior to that time though, there had been talk about playgrounds, recreational activities in the Park, and so on, so the Park was lying fallow, not being used, and it was a ready-made opportunity for somebody to come in and steal it.

My concern is that somebody could have gone in and stolen the Park and had a truly worthwhile program for its development and use, and I'd say, "Fine." This one is one that creates a tremendous amount of damage to human beings and something has got to be done. It may cost a lot of money. I think too that if Roger Heyns comes in again--he's been talking..\*

##

---

\*Statement of Roger Heyns to U.S. Senate, July 15, 1969, is deposited in The Bancroft Library in the Arleigh Williams Collection.

## VII ISSUES IN ATHLETICS

Bob Presley and the Basketball Team

LaBerge: This may not be in those notes, but a basketball player named Bob Presley was suspended in 1968. Could you tell me something about that?

Williams: Yes. He's dead now. He killed himself by driving into the Columbia River up in Port Vancouver, Washington. He was recruited by Jim Padgett, who at that time was the assistant coach. Randy Hererias was the head coach. Presley had hair pretty much like yours but not nearly as beautiful! I say that because it covered a lot of his head, and it was not, unfortunately, the way the head coach wanted his players to look. As a result of it we had a real revolution on the floor-- not necessarily on the floor, but within the student body. And that's when Professor [of Chemistry William] Bill Daubin and Don Hopkins made recommendations to Bill Boyd.

##

LaBerge: Don Hopkins was a member of your staff?

Williams: He's administrative assistant to the United States Representative, Ron Dellums. I think you can get Don if you want to. I think you'd enjoy it, as a matter of fact. He's a neat guy, bright as a pistol and terrific. He either can give you a copy of the book or the report or he certainly would give you a statement. Introduce yourself to him, because of our relationship.

LaBerge: Did the coach suspend Bob Presley? Was that what happened?

Williams: Yes. They had to take him back, there's no question about it. We wound up having as clear an investigation as we possibly could have, and with several statements of what we need to be able to understand, the reality of the differences that are taking place

Williams: between blacks and whites at present times, and an absolute necessity to be able to be sensitive to black athletes--not necessarily black athletes but people who are black, period.

I thought we did all right. It was a sad affair because Rene Hererias [the coach] was a neat young guy. Padgett who ultimately became the head coach as a result of that, should not have been put into that position; he lasted one year. The one you started the conversation about--I guess he went back. He was a sad, sad kid.

LaBerge: So he did go back on the team?

Williams: Yes, as I recall, yes.

LaBerge: Were you involved because you were dean of students or because you were interested in athletics?

Williams: I was involved because the vice chancellor, Bill Boyd asked me to be involved. So I was the one who got stuck.

[Interview 7: 22 February 1989]##

LaBerge: Yesterday we had talked about the basketball program and the young man who was censured because of his hair, or, was asked to leave the team because of his hair.

Williams: Not just because of his hair. He was ordered by the coach to cut his hair, and the purpose of that was to make sure that the people who were representing the University of California as athletes would be properly dressed and provide an image which would be something quite acceptable by the history of athletes in the University.

It was a gross mistake because this young man was very sensitive about his hair. He had considerably more hair than I have, and I did mention it yesterday that he looked more like you in terms of quantity of hair. [Laughter] Nevertheless, it was a very important factor, and the young man was very sensitive about his culture and he didn't feel anybody had a right to try to make him change it. And he was right. The coach said, "No, you have to cut your hair." That was the basis and the cause for an uprising that we had in the basketball program and some serious problems as the games were played in the last two or three times thereafter.

We were commissioned and asked by Vice Chancellor Boyd--I say "we"--I was one of the people asked by Vice Chancellor Boyd and Professor Bill Daubin, a professor of chemistry, and Don Hopkins who was a member of my staff and also black. Don is an exceptionally fine person, very sensitive person, very bright.

Williams: We then followed the request, interviewed as many people as it was humanly possible to be able to get a true picture of what was needed and then wrote a statement. That was accepted by Dr. Boyd. I can't say that it was something that prevented any other feelings from ever developing but nevertheless, it was done. Ultimately the young fellow continued playing. Later after he left the University, an unfortunate occasion took place and as I understand it, he died as a result of an accident in the Columbia River in the northern part of the Pacific Coast.

LaBerge: Were there any other problems in basketball or sports like that?

Williams: No. Rene Hererias was one of the finest assistant coaches I've ever known. He was the assistant coach of Pete Newell. Pete Newell, as you might know, had an international reputation in athletics and also in teaching and still creeps up every now and then. Rene was quite instrumental in giving Pete strength in his basketball program. If he could have stayed in that position that would have been wonderful; he would have been great in terms of his ability to work with young people, but he left the University and went on back into the high school coaching program and is still doing that, I think, up to this time and being very successful. A fine person. His wife, Mae, is also a very fine person and very courageous. But I presume they got some scars inside their minds and there's no way that those scars are going to be erased.

LaBerge: Scars just from what happened on campus?

Williams: Yes. Emotional scars.

#### Coaching, from a Personal Standpoint

LaBerge: Do you ever miss coaching?

Williams: I missed coaching during the war. I'd determined when I was in the navy, in Atlantic and Pacific submarine warfare, that I was going back to coaching when I got out of the service. The reason I felt that way was that I kept looking at the experiences that I had as one of the greatest opportunities that any man could have--working with young people.

I came back and did start again in coaching; started out at the College of Marin. I never regretted doing it; it was a wonderful experience. I did get the benefit of having the relationship with young people. Maybe it would have been better for them had I not had the relationship with them, and putting a lot of emphasis upon them as individuals and more emphasis on the

Williams: type of coaching that was needed—I would have been a better coach than I was. But that passed. I think I mentioned that a long time ago in our discussions, that we meet biannually and have been doing that for years and years. And interestingly enough, I got a call within this last month from the fellow who is the one who puts it all together; he wanted to know when I can be there for the biannual reunion, so he got that started. I think I'm going to be there.

So I was pleased, and yes, I missed it. I didn't miss it when I was coaching because I was very much in the action at that time. But I did fairly enjoy the relationship I had with the young men. A lot of them were about three or four or five years younger than I, when I came back from service; the difference in our ages was not too great. It's a nice warm story as far as I'm concerned. I will enjoy it again within another month. I don't think the times will have changed.

LaBerge: That's a great story. Did you do any coaching of your children's sports?

Williams: Just as a father would work with his sons. I did not do any coaching; I didn't try to teach them. I wanted them to be able to enjoy it without any harassment from their parent. There too, I was hoping they were going to enjoy it, find out what they liked, what kind of athletic program that they felt they should try to get into and enjoy. I wanted them to enjoy it themselves without their old man looking down and saying, "Why didn't you do it this way? Why didn't you do it that way?" And so on and so forth. We came out on the right side of the fence on this one.

LaBerge: It's hard, I think, for the parent to be the teacher; there's something else besides the teaching that goes on.

Williams: It's very hard on the parent. One of the boys [David] played here, played under Rene Hererias, Pete Newell. But true, when you see your own son out on the floor and he's getting a good shot at it, an opportunity to play and prove what he has, what his capabilities are, and they don't happen, you get a little bit upset. My case was I had to keep my mouth shut, so it was much better.

The oldest boy [Arleigh] was a four-letter man at the University of California at Davis in football, swimming, diving, golf, baseball. He's a good athlete.

LaBerge: Is this Arleigh?

Williams: That's Arleigh, the one that I was talking about. The other one was David; he came here [University of California at Berkeley]. Linda was a tomboy and she followed in the footsteps of her mother; her mother was a good third baseman and Linda turned out to be about the same way, too.

Recruiting Violations in Football and Track

LaBerge: While we're talking about sports let's go on to 1972 when there was a shake-up in the athletic department around Ray Willsey, and a violation in recruiting rules. Can you talk about that?

Williams: I can talk about that but I won't be happy about it.

LaBerge: I realize it's difficult.

Williams: I think I have to go back. Paul Brechler was the director of athletics at that time and Paul suddenly put in his resignation and gave it to Bob Kerley. I was asked to be the assistant athletic director and take over as much as I could, and do Paul Brechler's work. The football program was being coached by Ray Willsey and his staff.

I had a very good friend in the registrar's office, Bob Brownell. Bob enjoyed his athletics; Bob was an idealist and he knew I was very much concerned about being able to recruit people who were exceptionally well qualified as athletes and also as students. Bob showed me about six transcripts of record which turned out to be false. I felt that was a tremendously serious problem and we had to get to the bottom of it. And so started the investigation and the investigation did prove very definitely that there had been some improper procedures in recruiting. And also, as a result, put the University and its athletic program in a very seriously jeopardized position.

LaBerge: When you say "improper procedures" could you be more specific?

Williams: Weren't being honest.

LaBerge: They were falsifying records?

Williams: Yes.

I did a very poor job--administratively. I was trying to find somebody who would be taking over as the athletic director and possibly as the head football coach. My problem, specifically, was that I had a very wonderful relationship with Ray Willsey, and Ruthie had a very wonderful relationship with his

Williams: wife; in other words, we were great friends with one another. I was hoping that Ray was going to be able to get the position of the athletic director.

I was interviewing people from the University and following the procedure that I thought perhaps was going to be worthwhile, that would involve alumni and give everybody an opportunity to be interviewed; find somebody very capable who would be very well accepted by the alumni of the University. That took too much time. It should have been done as rapidly as possible after I discovered that things were wrong. It would have been much easier on everybody concerned. Whether it would have been more efficient or not, I haven't the slightest idea; I can't weigh that one. Finally I got back from the national conference, the NCAA [National Collegiate Athletic Association] Conference, which was held in Florida. At that time, Bob Kerley, after reviewing all of the information that I had, felt that he had to take action and get a coach and get someone who was able to run the athletic department.

LaBerge: What was Bob Kerley's position?

Williams: He was vice chancellor of administration.

Bob then fired Ray, and that meant there was much to be done in terms of obligations to Ray and his contract, obligations to Ray's assistant coaches. Finally, they were changed.

That was the time Dave Maggard was appointed as the director of athletics. Dave accepted the position, and immediately went to work to put the intercollegiate athletics for men in a proper functioning order. Dave Maggard recruited Mike White to come back to the University as the football coach. Mike had been at Stanford; Mike was a very, very warm person and an individual who loved the game of football. He was committed to coaching and being a winner, no matter how he was going to be able to get there. He had a very strong feeling about being on top.

LaBerge: Was there a reason the original athletic director had resigned abruptly?

Williams: I really don't know. That was the time I was away from the campus for some weeks and when I returned I found out that Paul Brechler had submitted his resignation. I don't know nor did I ever discover if there was any other reason than that. But when I came back, he had resigned, so I knew that I had to go to work. That's why the director of athletics came into the picture at that time rather than just the football coach.

LaBerge: Did you find in your investigation that the violations were only in football, or in other sports, too?



Williams: No, this is just football in this instance, although we were placed on probation for a previous violation involving Issac Curtis. Issac was a track man and he, that year, came back with the NCAA National Championship practically all by himself.

LaBerge: He was a track athlete, not a coach?

Williams: He was an athlete.

Issac Curtis was...this was when we were noble. NCAA had claimed that Issac Curtis--prior to what happened to Ray Willsey and so on--had been recruited improperly, that we violated the rules and regulations. We then had to go through a hearing with NCAA. Professor Robley Williams and I--he was the faculty advisor to the intercollegiate athletic program for our University--met. In this instance, NCAA declared Issac Curtis ineligible for a full year. We had the opportunity, according to the NCAA, to either accept that decision or be placed on probation for all sports for one year.

We did something unheard of. We felt very strongly that it wasn't Issac Curtis's fault, that it was our own University's fault that we got ourselves in that kind of a position. So as a result of it, we took the probation and that meant that we couldn't be given an opportunity to compete for any honors: but we played Issac Curtis, because we felt that we had an obligation to him and we were going to carry it out.

It caused a great deal of consternation among many of our alumni, because other sports were handicapped as a result of Issac Curtis' problem. But we survived it.

LaBerge: What did being placed on probation mean--that you couldn't compete in that league?

Williams: We competed; we couldn't compete for the honor of anything we might get in that league, as I recall. So, that was the first issue. Then later on, it came to the other coaches when I went over to the department as the assistant athletic director.

LaBerge: Did you become assistant athletic director?

Williams: Yes, I did that, too.

LaBerge: This is while you were assistant vice chancellor for student affairs? So you did both jobs at once?

Williams: Yes. You can get a hold of the reports of the intercollegiate athletics program in the Chancellor's files; I'd sure like to see them again, because I had quite a bit of my life involved at that time.

LaBerge: Going back to Ray Willsey, was the University put on probation at that time, or what happened as far as the NCAA was concerned?

Williams: No, the University wasn't put on probation for an alleged violation. The Pacific Coast 10 commissioner, or the Pac 10, was a good friend of mine, and his response was, had we not taken precipitous action, we would have stood the possibility that all sports would have been ostracized.

LaBerge: Maybe because you found out and took care of it yourself.

Williams: I took care of it, in the sense of getting all of the information and making sure that everything was right and accurate. I did a poor job because of my own relationship with the Willseys. I was not seeing things properly and I think I should have, right from the beginning, gotten somebody else to do the job, so I could not have been put in that kind of a position. It was poor administration as a result of it.

The difficulty is that we lost friends; we lost friendship with the Willseys and so on. I was the bad guy; but if I had to do it all over again, I'm afraid I would do it all over again and handle it in principle as I wanted to handle it, but also done it more effectively and more efficiently than I did as an administrator at that time. But I still feel it.

##

LaBerge: Did you make new guidelines for how people should be recruited?

Williams: No. The guidelines were there. We should have been working with the objective of recruiting good athletes, and also athletes who were capable of profiting from the education given by the University. There shouldn't have been any other difference. That's one of the hazards of intercollegiate athletics; they are becoming so professionalized in lots of ways, and no longer have the worries about who they get. If you've been reading the papers just recently, you see that the University of Oklahoma football coach is now in trouble; this happens constantly throughout the program. We weren't so bad either, I guess. I'm sorry, I wasn't prepared for that.

LaBerge: I realize that, but I thought because we were talking about athletics...and you don't have to be prepared about specific dates, it's just the issue and what your thoughts are about it. My feeling is that the University has been lucky to have you around, because you're both really interested in athletics and you have high principles.

Williams: There are lots of people with principles.

LaBerge: Right, but you're the one who handled a lot of this.

Women's Intercollegiate Athletics

Williams: One of the great thrills I had was helping the development of women's intercollegiate athletics come on board.

LaBerge: Tell me about that.

Williams: As I shifted on over to the chancellor's office, I was able to change the budget for women's intercollegiate athletics from \$6,000 to \$200,000 in one year.

LaBerge: How did you do that?

Williams: I don't know. I think Title IX\*, women's rights. Women decided it was time to go to work and we had to do the job needed to be able to get in line with Title IX. It is something that gives me a warm feeling every time I think about it. And in addition to that, the intramural programs--Bob Kerley should get the most accolades for the work that he did for the intramural programs. I supported him and encouraged him and as a result of it, we were able to get in Norton field up between the residence halls, then Kleeberger, and the one up on top of the stadium with the lights on the field.

I never cease to be very proud and excited when I go by at night and see what's taking place. The men in intramural activities sometimes would be playing at three o'clock in the morning to be able to finish their games. I cannot prove whether or not it did, but I hope with the development of intramural programs and women's athletics, men's athletics, the climate around here has improved considerably. When I left the University, I think we were having something like 23,000 students participating in intramural activities.

LaBerge: That's just wonderful for students' morale and health if nothing else. Women's athletics has become very popular on campus.

Williams: They're good athletes.

LaBerge: What sports did you start with, for women?

---

\*Title IX is part of the Education Code, 86 Stat. 373 (1972).

Williams: That was up to them. Well, primarily, we couldn't go very far with \$6,000. Joan Parker, assistant professor, can tell you more about the athletic program, or the one to go to is [Professor Roberta] Robbie Park. Go talk to Robbie Park about this thing; she's a friend of mine, I'll get along all right with her!

LaBerge: Anything more on athletics that we haven't touched on?

Williams: We've gotten in enough hot water today with athletics--let's let that one coast for awhile.

LaBerge: You did very well, because I know part of that was difficult to talk about.

## VIII MORE ON THE DEAN OF STUDENTS' OFFICE

Academic Senate##

LaBerge: You were saying if you had that time of life to do over again that you would fight more strenuously for students.

Williams: I think I learned some things that I didn't apply as I should have, and that would have been to be their advocate much more frequently than I was in the Academic Senate meetings. They might have listened to me. It would have been worth a try.

LaBerge: In your position as either dean of men or dean of students did you attend all the meetings?

Williams: I was a member of the Academic Senate and attended all the meetings. When I went over to University Hall, I was not a member of the Academic Senate, but I think I could have found out ways and means of doing a better job for the students.

LaBerge: Can you give some specifics?

Williams: No. There was an effort many times to be able to convince faculty that students should be given the opportunity to be heard and have some part to play in the development of academic programs, and so on. I think I'd have to say generally it would be something of this sort.

LaBerge: How often did the Academic Senate meet and what kinds of things did you talk about?

Williams: Academic Affairs were meeting much more frequently in the sixties than they ever did before. I don't recall really the period of time between Academic Senate meetings. I would just have to say that in those days, committees met more frequently because they were very much concerned about academic affairs.

- LaBerge: Did they feel that they had an obligation to do anything about student conduct? Was that one of their roles as they saw it, or one of their roles as you saw it?
- Williams: I don't recall any of the faculty wanting to put down as an order of the University that they should be responsible for the discipline of students. Faculty liked to be free of that type of stuff; but many faculty, when asked to participate on hearings and so on, were very willing to do that job. They were participants as members of the hearing body but not directing, necessarily, the hearing.
- LaBerge: What was the relationship between the Academic Senate and the Regents?
- Williams: The Regents have endowed the right of building the curricula of the University to the faculty. That basically was the specific relationship that they had. I think the Regents at times, and particularly in the sixties, wished that it had never been that way. But to get back to the question that you wanted--whether they felt good about it--there were some people who were not pleased at all with what was taking place, and I would imagine using quite a bit of force to change it. There is tremendous pressure placed upon the President through political activities, particularly in the southern part of the state. If faculty had not had that power, our University could be destroyed.
- LaBerge: If they hadn't had that freedom?
- Williams: Yes.
- LaBerge: It sounds almost like the balance of power in the United States government with the executive, judicial, and legislative kind of checks and balances.
- Williams: No, we had an ex-officio member of the Regents who might have been utilizing that power--I'm not going to mention his name--but I think...
- LaBerge: You've mentioned it already.

People's Park, 1969 and 1989

- LaBerge: One question I keep coming back to, is: what do you think we learned from the Free Speech Movement?

- Williams: I think we've learned some stuff, but I'm not ready to try to be pontifical. There are obviously some lessons that have been learned, and I don't know that I can give you a great deal of profundity of what I find, but I might be able to help in some way.
- LaBerge: Well, for instance, you might be able to give suggestions for what's happening on campus today as to how to deal with that.
- Williams: I don't know.
- LaBerge: What about People's Park?
- Williams: Michael Delacour has been the mischief-maker, and I vented my spleen with just a couple of statements here.
- LaBerge: Was he a student?
- Williams: No. "Mischief-maker," I've written down, "by a continuous perpetuation of the myth of People's Park." I got a little bit serious by saying that, "Yes, it's true that the people who are down there are God's children, but isn't it time that some of them work more strenuously to help themselves rather than to expect to be taken care of?" This is something that, I think, Delacour misses; when something comes up he's the mischief-maker stirring it up, and I'd much rather see him take a very serious look at them.
- LaBerge: You think that he's still around?
- Williams: He's still around.
- LaBerge: For instance, how would he stir things up?
- Williams: If there's any possibility that something's going to be changed down here, if we start putting a residence hall down on that park--there's a lot of talk about putting it in--my guess is that Delacour is going to arise and get people in People's Park fighting again, willing to be able to put their lives on the line, and to prevent the University from getting to do what it needs to do...and needs very seriously.

If Delacour can really take a look at the job that your church is doing, you're doing, other people are doing down there, it seems to me that there may be some other way that people might find the peacemaking concept, taking it seriously, finding ways and means to be able to maintain a peacekeeping program on that property. I was looking, in the Daily Californian, at the young fellow who was the member of the ASUC [President Jeff Chang] who has gotten himself in trouble with Loni Hancock--mayor of Berkeley--how they differed.

Williams: The old myth of the park always comes into the argument: how wonderful that is, but how false an image it is. I hope that someday, somehow--I feel it is stronger now than it has been--that there is a good chance of people breaking through and finding ways and means of helping people to help themselves and also providing the facilities that the University really needs. I guess the other thing is that they were held in bondage, and what right does that guy have to use that power? How can we break through?

LaBerge: You mean the people that he's talking to, are held in bondage?

Williams: Yes. It's interesting to me, too, that they are talking about residence halls on that park. I told you that we had planned and got them developed and then the Regents decided "No more." It's going back now twenty-five years or so.

LaBerge: Do you feel this is sort of a repeat?

Williams: Yes.

LaBerge: What do you think about the way the People's Park controversy was sort of settled in 1969, if it was settled?

Williams: It never settled.

LaBerge: What happened?

Williams: It was a mess and the mess was a tragedy. I still believe that the organization--and I think Delacour was a part of it at that time--knew exactly what was going to happen, were smart enough to know and be able to figure out how every unit would be involved and respond.

LaBerge: You mean, including the governor and the National Guard?

Williams: Yes, and the shooting.

LaBerge: If you had been the Chancellor or the President during all that, would you have done things differently?

Williams: I sat in the meeting with the Chancellor [Roger Heyns] when we were talking about it. (As you know, there's a nice community park up the way, on Shattuck.) So I proposed that kind of a program be developed at the time the People's Park issue came up. It would have been wonderful if we could have gotten a very beautiful park.

This is one of the reasons I get a little bit intense when I see people such as this guy is. He's been around here now for some twenty years, undoubtedly feeling that he is doing a



Williams: beautiful job on behalf of these people and taking care of them. I disagree; I feel very definitely that he holds them in bondage and they're going to do exactly what he wants them to do. If he needs to get more force, he can always apply it. These poor guys just play with him; they're pawns.

When I sat near Roger Heyns and talked about a possibility of a park, I'm convinced that Roger Heyns would have given anything in the world to have the power at that time to do what he would like to have done. And again, I feel it was the power of the Regents that caused the administration to move in the form that they did and the way that they did. I don't know whether that's ever going to be corrected. But I hope beyond hope that in the next few months that there can be some real movement. It seems to be developing in various parts, more so than I've ever seen in a long time, so I'm optimistic.

LaBerge: Did you feel that the Regents overstepped their bounds and started running the Berkeley campus; similarly to when the police came on campus, you said it was the sheriff's office running the University?

Williams: The Regents didn't worry about this. As far as I know, Reagan ordered troops and he may have ordered troops as a result of somebody in the Regents.

LaBerge: But it could have been an independent act too?

Williams: Yes. But they should certainly have been involved--Roger Heyns should have been involved--all of that, right from the beginning because if police come on campus, the sheriff of the county takes over as the person running the University. I may be stretching that so far that it's wrong, but I don't think so. I think when they asked for official police help--in other words, when we get the help of all the police agencies in the communities, then the county sheriff is running the show. That was Sheriff [Frank I.] Madigan.

Roger was wise. He fought that as much as he possibly could, and I think he essentially won it.

LaBerge: What was President [Charles] Hitch's role in any of this?

Williams: President Hitch was the President of the University. He took some specific action and developed some specific policy relative to faculty responsibilities. I hesitate to even try to think what kind of responsibilities. There was concern about the faculty people not teaching, faculty people encouraging students not to come to classes. Great deal of criticism was presented to

- Williams: us of, "What's happening at the University of California? Why am I sending my daughter, my son to that campus if nobody is there to teach them?" Policies of that type were written by President Hitch.
- LaBerge: Do you feel he was supportive of Roger Heyns, or didn't you even have knowledge of what went on?
- Williams: I never knew President Hitch that well. I feel certain that he would have admired Roger Heyns and anybody else who was in that position. Roger was the leader.
- LaBerge: I can't remember the exact name, but there was a professor who was either encouraging students to skip class or to go to People's Park, and that person was denied tenure or suspended.
- Williams: There may have been some rebels in the faculty who participated. I don't know who they were. There were very, very few. I think I told you that our staff was pretty involved, demoralized in lots of ways because of the position in which they found themselves. We very much wanted to be the friends of students, and with all of this taking place on campus, we were not being seen as the friends of students; we were being seen as the office that is there to bust their heads open, if this was necessary.

#### Expanding the Dean of Students' Office

- Williams: I did something that I told you the other day I probably should not have done. I should have stayed by my guns and done the best job I could, in terms of running the Dean of Students' Office. But I wanted to be able to develop an organization that would minimize the feeling of the students about the Dean of Students' Office. So as a result, I developed the coordinator of campus rules and facilities.

Willis Shotwell was quite willing to do it, and in consequence did take over after People's Park in either '69 or '70. He served in that position. He ran into some very serious problems in some of the things he faced. I can't tell you just exactly why that happened or how it happened. Will is a very fascinating guy, and I think I can describe him just as I did to him in a letter. (And he will agree that the letter was written!) Will reminded me of Mr. Belvedere. Mr. Belvedere is the person who knew everything.

- LaBerge: Is this from the movies? "Mr. Belvedere Goes to Washington" and things like that?

Williams: Will knew everything. I'll leave it at that.

LaBerge: Would he consult with you when he had problems?

Williams: Well, it was to be that way, but it didn't work out. Bob Johnson took over that function and continued at that capacity until he left the Chancellor's office to assume a specified function at University Hall.

##

Williams: Bob Johnson came in as vice chancellor of student affairs after Bill Boyd. It worked all right and also relieved some of the problems that we had in staff, and in that respect I guess we made a contribution. But the more I look back upon it, I think perhaps it was an error; it was a job I had to do as dean of students, and I should have done that job as dean of students all the way through. But fortunately that was almost the end of the revolution; we didn't have too much to do.

LaBerge: Actually, I think it comes up again in 1973; the chronology says something like, "that position was cancelled because there were no violations."

Williams: It was cancelled. Yes. I took over that function again when Bob Johnson went over to University Hall.

LaBerge: When you did have somebody to do that, that freed you up to do the regular job?

Williams: Yes, that's true. There was maybe a selfish motive and that worked.

LaBerge: I'm wondering during all of this, how you just kept the regular wheels going of the Dean of Students' Office--just the normal things you have to do in normal times.

Williams: It was busy.

LaBerge: Did you have to hire more staff or were you just all more busy?

Williams: We were busy. Will is the one we hired, but I don't recall that we hired many people at that time. I'm not so sure that I was doing a very competent job as the administrator of the dean of students' staff at that time either. No, it was a sad period, that's true. Some of the people I worked with, particularly Louise Skain, who had her heart and soul with the dean of students, must have gone through hell. She made many contributions to students, to the life of her personnel at the Dean of Students' Office. She was a Mother Superior.

LaBerge: This is in addition to having a dean of men and dean of women?

Williams: Yes. That's nicely put.

The Physically Disabled Students' Program

LaBerge: Let's talk about some of the other things that you did as dean of students, or maybe even before--your work with the disabled students and getting things for them. Ed Roberts...

Williams: Ed Roberts came into my life with his mother. He had been a student at San Mateo Junior College. Very soon the dean at San Mateo called me and we talked about Ed, made arrangements for Ed to come to the Berkeley campus. Ed and his mother came into the picture, and Ed was, of course, in a wheelchair. His mother was a very outgoing individual and a woman who had great faith and love for that son of hers. I think, too, when I found out that he was coming up, Henry Bruyn was put into the picture. I don't recall whether Ed was first or whether Henry was first, but the two of us coincided rather closely.

Henry Bruyn was the director of Cowell Hospital. Henry came into the picture because Ed was going to need help to be able to live and be able to go from class to class. We made arrangements for the teaching. We made arrangements for living at Cowell Hospital, and that was the beginning, too. A little bit later, I brought Ed into the office as an intern.

Then more students began to develop. The Physically Disabled Students' Program developed and grew, and we developed a house which was off-campus over on Durant. Ed, if I recall correctly, made a survey of campus, of what ramps were needed for the physically disabled students. We had close cooperation with Cowell Hospital. I think I'm just giving you an awful lot of information that I gave with the oral history on that.\*

LaBerge: I'll just ask you one more question. The other names I have from that program are Jack Rowand and the "Rolling Quads." Was that just a name they gave themselves?

---

\*See Arleigh Williams, "Recollections of the Dean of Students," an oral history conducted in 1985 by Herb Wiseman, in Arleigh Williams and Betty H. Neely: University Administrators Recall Origin of Physically Disabled Students' Residence Program, Regional Oral History Office, The Bancroft Library, University of California, 1987.

Williams: They did that at the hospital. They were an inspiration.

LaBerge: Again, they needed an advocate to help them go through the channels to get a place to live and to be able to get around on campus.

Williams: We had to build things for them so they could. They needed lavatory facilities and those were built. They needed access to various places--they were built, ramps at Hearst gymnasium and other large units.

John Hessler came into the picture; he succeeded Ed.

LaBerge: Did he work for you, too, in your office?

Williams: Yes. We wanted them there and we brought them in. Actually it was not something we just did to make them happy because we figured that there was something to be done; that you should be the advocate for the people who wanted these things done. This is a very wonderful program and was the forerunner of physically disabled programs perhaps throughout the country. The kids did it.

LaBerge: The kids did it with a little help.

Williams: We tried.

National Association of Student Personnel and the Western Deans

LaBerge: That's another thing I learned at lunch; the meetings you went to across the country with other deans, NASPA--what does that stand for?

Williams: National Association of Student Personnel.

LaBerge: How often would that group meet and what kinds of things would you talk about?

Williams: Once a year. The first meeting that I ever attended on a national basis was in Washington, D.C. in the spring of '65.

LaBerge: In the heat of the Free Speech Movement.

Williams: The emphasis then was on the Free Speech Movement. I never went to, or came back from a conference with such a disillusionment in my life because in their presentations...Ed Williamson was the great author in student personnel work and "deaning." And others of his association just could not understand why anything would

Williams: happen at a university, that it could happen at the University of California. They couldn't understand because they knew their students and they could control their students.

I blew up in various places--I didn't get to do it publicly--but I was able to talk about it, give my information. Then ultimately, they were "born again," and understood a little bit more accurately why people can have problems on university campuses, as it spread all the way across the rest of the country. It was a good organization.

Then there's another group. We had a Western Deans' Association. And the Western Deans' Association was a non-organization. We would meet annually and share all of the information that we could from year to year. Women were in; men were in; men were more predominant than women. They were a great help to me during the Six Years' War because invariably they would always call me Monday morning or at the end of the week and say, "What mistake did you make today?" [Laughter] That was securing. They were wonderful.

LaBerge: Sort of like a support group?

Williams: That was one of the most wonderful support groups that I ever had in my life. They were a delight, and unfortunately we're losing a lot of them now. Wherever they are, they're having fun.

LaBerge: I would imagine they must have called you when they had troubles of their own, because you'd already been through it.

Williams: Yes, that's true; it worked that way. It was good for my ego. I don't know whether they ever got helped or not, but anyway I liked it.

LaBerge: What other colleges were they from?

Williams: Up and down the Pacific coast. The Western Deans were from all of the Washington colleges and universities, Oregon, all of central California, San Francisco Bay Area and Orange County and Los Angeles County, San Diego.

LaBerge: Like the Cal State Universities?

Williams: Yes. All of the Cal State Universities, junior colleges--not very many junior colleges were involved in this. Cal State and the privately endowed schools, and universities, and went back sometimes as far as Colorado and also, the Pacific Northwest, plus two Washington State colleges, and Boise. I cherished them.

LaBerge: In addition to problems, would you talk out different personnel policies or, for instance, the kinds of Time, Place, and Manner rules?

Williams: Anything new that might happen or something that's on the fire. We had probably solved all of the world's problems before we ever ended the meeting. It was a lot of repetition but it was people truly interested in students, and I enjoyed that thoroughly. I wrote a little story on it. I might find it--about the Western Deans.

Transition from Dean of Men to Dean of Students

LaBerge: Before you became dean of students, did you get some kind of transitional help, for instance, from Katherine Towle? Or was there some kind of way for the change to go smoothly, for you to know what had happened before and to continue?

Williams: No. She is a beautiful woman and I felt very close to her; Ruthie felt very close to her. I told you that our daughter-in-law was the one who named her Colonel Kitty. We had a very, very close relationship. I remember the time that she wanted to talk seriously. We came back from Los Angeles, or we were going there; the male-female issue came up, and it was at that time, I expressed my feelings to her. I was tremendously pleased to have her as the dean of students; she deserved it and she was going to be given all the support I could possibly give. I think at that time she was somewhat surprised that I said it, but pleased. We had a wonderful relationship throughout each career, as it came to us in 201 Sproul Hall.

LaBerge: Were you the natural choice for dean of students when she retired?

Williams: She recommended that I be given that job. The real question was in Ruthie's mind--mine too--whether I should try for that, or whether I should continue to be the dean of men. I didn't think this out clearly, as I perhaps should have. But I argued that if I'm dean of students, I'm closer to the seat of power than I would be if I were going to be dean of men; as a result of that kind of a relationship, that I might be more effective than I would be, if I were not the dean of students.

LaBerge: Did you feel that was right, after you became dean of students?

Williams: I guess I asked myself, "What in hell am I doing here?" lots of times, but other than that I would probably do it all over again, although my greatest power would have been with the one-to-one

Williams: thing that I could do. This is where I failed as dean of students. I still was determined that I was going to see students, so I did. And an awful lot of administrative work never got off the desk. But I don't know that I missed out on too much.

LaBerge: I don't think you did, because you instituted the disabled students' program and you were working with housing and you were dealing with discipline, yet you were still seeing students-- so you couldn't have missed out.

Williams: No, I didn't. I know that.

LaBerge: The number of times that you will mention in passing, "The student called me at home at 10 o'clock at night" or "The pom-pom girls came to our house.."--that must have happened over and over again.

Williams: A lot of it did. I could have been a better administrator. Katherine told me this, she said, "The one thing you're going to lose now, you're going to have to give up seeing students." And I said, "Yes, yes, I know." But I didn't. But I think she was right. I'm not looking back and feeling sorry for myself. I think I did a good job and had an interesting time doing it. Probably do the same thing all over again.



## IX VICE CHANCELLOR FOR STUDENT AFFAIRS, 1970-1976

Transition

LaBerge: Who was your successor as the dean of students?

Williams: Someplace in the aether; I was the last dean of students.

LaBerge: What happened to that? Who did that job?

Williams: There was a change in the organization and that's when the Dean of Students' Office was separated—student relations, I was over in the Chancellor's Office. But interestingly enough, before I was through the Chancellor's Office, I think that I was back doing the dean of students' job that I wanted to do.

LaBerge: You just had a different title. Did you have anything to do with making that decision to change?

Williams: That was one of the things that suddenly we found out, that the office was going to be disbanded. That was the difficult thing when I had to tell the troops over in 201 Sproul when we were through.

LaBerge: Who told you that you were through?

Williams: Roger Heyns.

LaBerge: Did you have any input into that?

Williams: No, I didn't have any input into this. This was done by Bob Johnson, who worked over there. That came as a little bit of a surprise and a little bit of a letdown.

LaBerge: Do you know the reasoning behind it?

- Williams: I think the reasoning was that reducing the portfolios of people might produce more effective work. While I was dean of students, I think I had the third greatest portfolio of anybody on campus.
- LaBerge: Meaning you dealt with that many people?
- Williams: Budget and people responsibility. Essentially people responsibility.
- LaBerge: So, in a sense your job was divided.
- Williams: In a sense, without a title--new title. I can't tell you exactly what it was.
- LaBerge: Assistant vice chancellor for student affairs.
- Williams: That came later.
- LaBerge: What was the change in your duties?
- Williams: I just took on the responsibilities of the duties myself. I had the responsibility for the Counseling Center, responsibility for the development of the Learning Center, responsibility for student information, responsibility for student advising, responsibility for student activities, responsibility for the physically disabled. I was busy.
- LaBerge: It sounds as if you were just as busy as before.
- Williams: Yes, I guess I was.
- LaBerge: What jobs did you give up?
- Williams: I folded and had to take a three-months leave. The doctor said it's time to do it for six months, and I said, "I can't do it."
- LaBerge: Is this when you went down to Cayucos?
- Williams: Yes. That's when the doctor said, "You're shell-shocked."
- LaBerge: I'm surprised it didn't happen before that--that you lasted those six years without needing to go away.
- Williams: I don't know. It's a humbling experience. And I'm a better person for having gone through it, but I don't advise people to try it and think they might get along much better. You have me in a serious stage right now. I recognize the vulnerabilities of an individual and what can happen. I think that also helped me to become considerably more mature. It also helped me really to

Williams: understand so many other things that happen to individuals. I don't regret having gone through it, but I don't want to go through it again.

LaBerge: Was this in between the period when you were dean of students and vice chancellor for student affairs? Is that when it happened?

##

LaBerge: Did you learn that you were going to have a new job and then go away, or did it happen when you were away?

Williams: No. It happened after I had been here for some time. I don't remember the dates. Roger Heyns was still here.

LaBerge: The dates for the new job are 1970 to 1976.

#### Childcare

Williams: Yes. I wound up enjoying the work very, very much because...I forgot to mention childcare and also housing. I was busy; it was nice and I had a great relationship with I-House and the I-House staff.

LaBerge: Was that part of your responsibility also?

Williams: Yes, in a way. Foreign student advising. Sherry Warrick and Marv Baron and I worked as--I hate to say it--but as a troika; always enjoyed that one very much because they are very thoughtful guys.

LaBerge: You kept doing that?

Williams: Yes.

LaBerge: Tell me about childcare.

Williams: Childcare? Can we go onto that some other time?

LaBerge: Okay. Is that a hard one?

Williams: Oh, no. Probably, I'd like to be able to tell it more effectively than I would be able to tell it to you right now. It was quite an experience. As a matter of fact, I ran into the young woman who was very much involved in it, Sue Brock, at [former Special Assistant to the Vice President] Ad Brugger's affair at Morgan House. We grew to be wonderful friends and we

Williams: had some wonderful battles before that. [Director of Residence Programs Alceste] Alice Pappas was very much involved, too; she was in housing at that time.

Some kids pulled a wonderful stunt down at Unit III. Suddenly one day Ruth Donnelly, who was in housing, said, "Get down to Unit III at such and such a place and get those people out of here." The boys had taken over the recreation room and invited the childcare people to come in.

I think we got rid of them somehow, somehow but it was a little bit difficult. Had to go through all sorts of shenanigans before we finally got to the point where we were able to develop the beautiful stuff over by the old housing office at the Anna Head house. Put in the childcare and then some other stuff grew up here all around. As much as it drove me up the wall at times, I have to admit that it was a very exciting kind of a job. One of the reasons why it was exciting was because we were battling to be able to get men to come in, women to come in, with children. I knew darn well they could shorten the period at the University and get out of here faster; it would be a wonderful help to them. I think the theory was right. Now, whether it actually worked as well as I think it did, I can't say.

I thought it did do a terrific job for people. I agree that childcare was something whose time just wasn't ripe when we were doing it, but was going to get ripe, and it was coming into being and now it has become a national policy.

LaBerge: It sure is. It's very well used here. In fact, people are on the waiting list to use it.

Williams: I was very pleased with that one.

LaBerge: Did people come in to you and suggest it? How did it all come about?

Williams: Smoothly, as I tried to emphasize. Sue's work, Alice's work, their going to students themselves, setting up deals so that I couldn't be able to outmaneuver them in any way! I think I had a little difficulty with it but...I'll have to get more information, but all I can say would be I was extremely proud of what happened. I'm pleased now we got there; it didn't matter how we got there but as long as we were getting to the spot where we can go and help students.

LaBerge: Did you have anything to do with hiring the people who worked there or the policies they set or anything like that?

Williams: We met regularly. I was sort of the ombudsman; if they needed help, then I was able to help.

LaBerge: Did you have anything to do with getting the first student Regent [1975]?

Williams: Carol Mock? No, I didn't have anything to do with that. Katherine was a little closer to her.

LaBerge: What about the Bakke\* case?

Williams: No, that was just an interest. I didn't have to worry about that. I tried to pick my way through. I thought another great accomplishment should be given to Clark Kerr. I cannot for the life of me figure out just exactly why but it was...traveled a very interesting line between Caucasian and Black. And some place along the line we might be able to pick it up from some book, or possibly some article relative to the Bakke case. I think it would be certain that he would be talked about. I can't give it to you now.

Counseling Center##

[Interview 8: 16 March 1989]

Williams: We didn't finish a few things last time.

LaBerge: We had started talking about the Counseling and Learning Centers with Barbara Kirk.

Williams: I gave you a couple of statements; one for Barbara Kirk and one for Martha Maxwell. I think you have each of them.

LaBerge: Why don't you tell me about your role in developing the Counseling Center?

Williams: I didn't have a specific role in developing the Counseling Center. It had been established for years. I became more intimately a part of it when I was changed from the dean of students over to the vice chancellor of student affairs. The Counseling Center was one of my responsibilities. That I enjoyed very, very much because I felt--and still do--that some of the basic roots of counseling and deaning were involved in the Counseling Center.

---

\*438 U.S. 265 (1978)

Williams: During that year, the morale of the center was in a little bit of difficulty. One of the big jobs that I had was to be able to help straighten that out.

LaBerge: Do you mean the morale of the employees?

Williams: Yes. Actually, there was a form of rebellion on the part of the staff and an effort to be able to recover and do the type of work they wanted to do. I don't remember or really was I aware of all of the factors taking place, but I felt the problem lay mostly on Barbara's shoulders rather than the staff.

As a result of it, I worked with the staff members to be able to resolve what they felt needed to be resolved. Finally, Barbara Kirk decided that she should resign. At that particular time, she was doing work under Andy Jameson, who was also on the position in the Chancellor's Office. When it came to evaluation time, Andy did not recommend any change in her status, which also meant there wasn't to be any change in salary. I think that had a great deal of bearing upon her decision to say, "I'm going to go." So then she left the Counseling Center.

I have a statement and want that statement injected because I think it pays some recognition to her and hopefully she will accept it on that basis, in that it recognizes the work she has done or had done, and respect for her abilities which were held by various parts of the campus. That's as far as I think I can take it right now.

[Mr. Williams read a prepared statement.]

Barbara Kirk did original work on standards for counseling centers that became the accrediting organization which was the International Association of Counseling Services. And that association is the major accrediting organization in the country for services.

She was president one time or another of almost every professional organization to which she belonged. She is a tough lady, but Berkeley demands tough people or requires tough people. She started the Counseling Center from scratch; at one time, put the question of whether it would continue to a student vote, and the students voted for it. Also, the reading improvement program started in the Counseling Center and it has contributed to the development of the Student Learning Center. It has grown from a \$200 gift from the Prytenean Society to many, many dollars bigger than anyone ever thought of. The research part of the Counseling Center increased and was assisted by a huge budget. The staff became very enthusiastic and the power of the program began to increase. Students and personnel were assisted by the new emphasis, or new developments, or whatever you want to call it.

LaBerge: What were the problems that the staff saw before this?

Williams: There was a tremendous amount of rebellion. I think we would have lost the staff.

LaBerge: Were there methods of counseling students that they didn't like?

Williams: No...the relationship between the director and staff.

LaBerge: It wasn't the philosophy of the Counseling Center?

Williams: No. The philosophy of the Counseling Center was quite consistent. And it also had the strength to withstand any battle that anyone wanted to try to start against it. I think that the relationship Barbara had with Andy and the fact that she had not been recognized in salary perhaps contributed to the fact that she felt that she needed to go.

LaBerge: What kinds of work would you do with the staff to build up their morale? Or after she left, what was your responsibility?

Williams: The staff members met with me and also described some of the difficulties that they were having. Barbara was upset because something like this would happen, but I felt as long as I'm in the position of being responsible for it--and Andy was not in the picture at this particular time--I took over.

Staff members were concerned about the quality of work that they could do, with the attitude that seemed to have developed between the director and them. Frankly, I don't recall just what exactly caused the final decision to be made by Barbara, but she did retire. And also I should say that, even though she did not get the salary that she expected to get when she was working with Andy, it was later recognized that she should have it and she was granted that. After that was the time that she retired.

LaBerge: So, who was her successor?

Williams: Jane Moorman.

LaBerge: Did you have something to do with recruiting her or hiring her?

Williams: I think I had something to do with hiring her, yes. She had a big part in putting things back together again. I asked her to do that. She herself is a very fine psychologist and person who was well trained and understands the work that needs to be done, exceptionally capable in interpersonal relations. So she went to work at my request, and then it gradually grew and grew. I felt good about it; I felt unhappy about it; it has caused some kind

- Williams: of a statement such as that to be written. It would have been nicer if things had not become irritated, but sometimes it doesn't work out that way.
- LaBerge: Had Jane been part of the staff before this?
- Williams: I had asked her to set up and work on the Counseling Center, work on the Student Learning Center. She had a large portfolio too. She was also director of counseling and psychological services. She was worth her weight in gold, continues to be worth her weight in gold. As a result of it, she, above all people, merits accolades for holding things together and permitting it to continue to develop and to get it to the stature that it has now.
- LaBerge: How did the students make use of the center?
- Williams: The personnel of the center were very well qualified in psychological services and psychological counseling, different types of counseling that you might want. Had the best of all materials to evaluate qualities of individuals, qualitative aspects of them.
- LaBerge: Did they, for instance, advertise in the Daily Cal? How did people find out that that was available?
- Williams: We always told them that it was available. We always advertised that it was available. That's one of the things that I used to do. There would be an orientation at the beginning of the quarter or semester with the Counseling Center or Learning Center, two institutions which are available to all students if they wish to use them.

### The Learning Center

- Williams: The Learning Center was primarily beginning on this campus with more intensive attention being paid to people who were marginal, in terms of their qualifications for entrance into the University, and they were people who needed considerably more tutorial help in order to study at the University. I think it really covered those bases quite well.
- LaBerge: Did you see the beginnings of that? Who thought of it and who brought it into being?
- Williams: I think we have to go back to Barbara Kirk. It grew from her interest in the field and her ability in the counseling field. I think she merits that recognition.



LaBerge: For instance, in talking to students, she realized that was a problem that needed to be addressed? That students were having a problem with reading?

Williams: Yes. That was a new development, particularly the Learning Center. That was the addition, and I liked the addition, because it was extending the utilization of all of the facilities available to the counselors. And by doing so, provided a lot of help for young people. We also increased another aspect of it. We found a good psychologist who was able to conduct a considerable amount of research--Austin Frank. Actually, we were using the research aspect of it to be able to get acquainted more about the needs and problems that students face in a university. That part of the program is continuing, too.

LaBerge: Did part of this include learning disabilities?

Williams: I'm sure that there were many people with learning disabilities. A great deal of that is related earlier by saying we were concerned about the problems some of the students were having. We were wondering whether or not the problems might be occurring because they were limited in their abilities to be able to work in a community, such as the University is, and be successful--though I don't think we ever advertised in reference to learning disabilities. But I'm certain that the tutors who were working with students, who were soliciting the utilization of the center, were being observed and concerned about their ability--reading, writing, interpretations that are frequently called upon.

LaBerge: I think years ago, people didn't know about learning disabilities. A student friend of ours was in a small program for learning disabled students. They had a whole summer program before the freshman year started, just preparing them to use their abilities the best way to get through the next year--which is wonderful.

Williams: A lot of people were found, I'm certain, particularly a lot of people who couldn't read.

LaBerge: Just for one small reason.

What about Martha Maxwell? Do you want to say something about her and what her role was?

Williams: Martha was the one who really put the Learning Center on its feet. She was an extremely capable person in that field. She, too, was quite well recognized nationally for her ability to take care of learning facilities. I have to give her credit for making the design of the whole Learning Center program.

LaBerge: Were the tutors other students or graduate students or professionals?

Williams: Graduate students, undergraduate students. Martha would have been extremely capable had she been able to be more competent in her administrative requirements. This, I think, was her downfall. One of the reasons, if I recall correctly, it took her out of the responsibility for administrative functions, tried to capitalize on her qualities and the knowledge she had for development of learning and learning deficiencies. I think she is still here; I'm not sure.

LaBerge: What was your day-to-day involvement with the Learning Center and the Counseling Center? Since it was part of your job, would you go visit occasionally and see how people were doing? How did you work that?

Williams: I visited regularly. Hopefully I didn't pose as someone who knew everything. That was an opportunity for me to get to know more about what takes place. Also, to assist and provide what could be done to strengthen the center. A great deal of my training was related to this type of work, while I was doing graduate work here at various times. I think I told you before--it was the root of what deans should be doing, making it possible to the best of their abilities to see that students were successful students.

LaBerge: Was the Learning Center mostly for undergraduate students?

Williams: It was mostly undergraduates. In fact, it was undergraduates. It was set up for them because a person who gets to the graduate level wouldn't be at the graduate level if he's having difficulties, such as were encountered by so many who were soliciting help at the center.

#### Difference in Emphasis on Graduate and Undergraduate Students

LaBerge: That brings up comments about what learned from the Free Speech Movement? Was there too much emphasis on graduate students rather than undergraduate students? Different comments people have made--were the faculty giving the undergraduates enough attention? Do you think this concept was an outgrowth of that in any way--that the undergraduates did need some help, more attention?

Williams: I don't know. It was a little bit late in coming. But from the philosophical standpoint those things had been looked at and also provided for, prior to the Free Speech Movement. The indifference posed by some of the academicians existed long before the Free Speech Movement and continued to go.

LaBerge: How did you feel personally about that? Was there enough emphasis on undergraduate needs or graduate needs, or just human needs?

Williams: The thing that I stressed at various times was if it weren't for students, there wouldn't be any University of California. I guess that I was trying to emphasize that students have to be helped and be given assistance when they need it. I guess this gets into a very complicated situation that some people lean on others and try to worm their way through, some of them without doing anything about helping themselves. But I don't see that relationship yet. I hesitate to try to interpret it.

#### Faculty Role

Williams: We're jumping now to the faculty during the Free Speech Movement, and the rise of ethnic studies was an example of paying attention to a need that had been left undone for some time. The faculty, in many instances, were very much aware of conditions and the needs to be able to help humanize the campus as much as possible. Many, not all, faculties, are going to do this according to their own strengths.

##

LaBerge: Any faculty members you can mention whom you thought were outstanding?

Williams: Give me time on that. I'll try to think of something.

LaBerge: I know you had some working for you, for instance, in the Dean of Students' Office.

Williams: Your bringing up the Dean of Students' Office is one of the reasons why we did get the faculty members into the office as well as we could--having a relationship with the students in a fashion that is perhaps a little bit unusual. But they were helping as counselors and provided a great deal of support. But that happens all over this University. I'm quite reluctant to be able to start pointing out that this person did it, or that person did it. I'll lose too many friends because they'll say, "Hey, where was I?" because "I remember when." But I would

Williams: imagine that the problem in academic communities, such as our University, is it is not going to go away; there will be people who are unhappy and they will not be found. In many instances, they will be unhappy and they will not be found because they're not trying for themselves.

I think, for the most part, throughout the years that I was privileged to be here, faculty were willing to give a hand, deans were willing to give us a hand. We found that out in our own personal relations with deans of schools and colleges. Some of the most interesting times enabled us to be able to obtain some kind of a correction. It might have been done by going to a dean or so who might have been considered to be a very tough one--they couldn't get anything from him--but he came through beautifully and helped us with student work.

LaBerge: You had mentioned before, part of your job was to be an ombudsman. Any more thoughts on your role in conjunction with the faculty or you as a member of the Academic Senate? Did you feel a frustration that you were in one role and they were in another and it was hard to gain harmony?

Williams: I wasn't awed by the faculty. I had deep respect for the faculty and their competence. I was apprehensive when I first came on board, thinking that, because my reputation was a reputation of muscles, not academic quality. I found out that it didn't matter as long as you had some idea that would be worthwhile. You were accepted and became a part of all of the stuff that was being discussed in various meetings and so on that we had. If you had a bad idea, you were told that you had a bad idea, and that was fine. I don't recall being denigrated in any way by faculty people. I know that some faculty people didn't respect what I was doing, and there might not have been any other way around or maybe they had justification for doing so. But I felt secure. I don't think I would have been able to have stayed here if I hadn't had the security and worked with it.

LaBerge: It sounds like there was a real harmony in the relationships. There was a feeling that you were all in this together.

Williams: I liked it that way.

LaBerge: From what you've just said and from what I've heard people say, I think that you were a part of making that harmony, because it could have been otherwise, too.

Williams: I'd like to think so.

LaBerge: Because other things one reads say that "the faculty is on one side, and the administration is on one side and the Regents are on another..."

Lessons of the FSM

Williams: So be it, and it will be forever that way. The interesting part of it is though, there is an honest and very sincere drive to be able to keep this place as one of the great universities in the world. That came out of the Free Speech Movement with the recognition that above all else, the protection of academic freedom has to be maintained. At times during the Free Speech Movement, faculty were criticized along with everybody else in the University. But if you look back on the history of what happened during those troubled days, it will become very clear that faculty will take a position, no matter how well it may be appreciated, to make sure the truth lies within that position. I still go back to the December seventh resolution. I think it was something like 800 to 850 or something of the sort, which was interpreted by many people as a weak-kneed performance.

LaBerge: Why would they have interpreted it that way?

Williams: There was lots of embarrassment, many differences of opinion during that period of time.

The faculty of the University are willing to take any criticism that needs to be taken as long as that criticism..I'm stating it poorly.

LaBerge: You were talking about preserving the truth.

Williams: That above all else. They will take any kind of a stand necessary to be able to prove that; it may not be popular, but that's got to be done. Otherwise the University fails. I think that's what I really want to say.

LaBerge: So, that's one of the lessons from the Free Speech Movement?

Williams: No, that lesson was taught years ago in the oath the faculty was required to take.

LaBerge: The Loyalty Oath?

Williams: Yes. I often heard that that was one of the most severe tests of the University. I often heard, too, that it took second place to the Free Speech Movement. I don't know who wins but nevertheless, these are two examples of what I'm trying to say about what a good faculty does in times of stress, times of challenge.

LaBerge: Where were you during the Loyalty Oath?

Williams: I wasn't here at the time of the Loyalty Oath [1949-50].

LaBerge: You must have had some friends, though, that were involved in that.

Williams: Yes.

LaBerge: Because we're talking about the Free Speech Movement, can you say more about what we have learned? I read in an article that in 1976, you said, "We came through it and preserved our constitutional form of government."

Williams: I felt that way. We had a lot of difficulties and a lot of bruises. But again it goes back to this business of what the University requires, and that is the search for truth and maintenance of truth and the willingness to make corrections whenever they need to be done. That's bold, but must be done.

From my standpoint, the University matured, individuals matured, our country matured, and for support of that you just need to go back and recognize what happened in Vietnam. If it hadn't been for students, I'm not so sure the Vietnam War would have terminated as soon as it did. As a result of what was done by students, why it just causes me to continue to have a great respect about them and for them.

LaBerge: Can you give any comparisons to what is happening today or advice, for instance, to the present Chancellor, either with the anti-apartheid movement or other kinds of protests or people asking for change?

Williams: I wish I could, but I'm not here on the scene, and I don't know the students nearly as well. Those that I know and those that I see with some frequency remind me very much of the generation of the sixties. I feel that it would be quite presumptive trying to be looking down from on high and posing something that would be worthwhile. I guess the only way that I can offer anything that may be a little bit worthwhile--but it will still be a generality--is that there must be some mechanism within the student services, organizations, and faculties to reexamine themselves periodically, and to be quite concerned about what they feel. I think, too, to try to analyze trends that may influence the stability of institutions--I guess it's bound to happen some time. There will always be protestors. Sometimes I'd like to say "Thank God," some times I'd like to say, "That's enough." We aren't static, and if we become so, we're going to run into deep trouble.

For somebody who said he didn't want to say anything, I'm saying too much.

LaBerge: That was quite profound. Do you think the structure of the University enables it to change or to change quickly enough?

Williams: The quickness is a very serious problem. If the mechanism is set up so there is a reexamination period constantly, I would assume that judgments can be made and preparations can be established to be able to do what needs to be done quickly. We were slow because there was a mix-up at the administrative level. I hope that something is established, and if anything like that ever happened again that we will be ahead of it. If we don't, it means that we've taken our finger off of our number and as a result of it, some trouble will happen.

LaBerge: You're talking about the Free Speech Movement?

Williams: I'm talking about the Free Speech Movement, any movement that comes along. What are the things that really are affecting the lives of students, the minds of students? Who is generating those things? I'm not worried about communism or anything of that sort; I don't think we need to worry about that if we're on our toes. I have to leave it at a generality.

LaBerge: In Chancellor Heyns's oral history,\* he made a statement about not being able to react quickly enough, for instance, with the ethnic studies requirement, because of all the levels and channels of getting approval, that they couldn't get it done fast enough.

Williams: I think that's true, but there again you had a student operation, a nonacademic operation in the battle that was taking place, and then you have the academic aspect of it that you had to go through and that was too damn slow--excuse me.

LaBerge: Do you think there's a way that can be remedied, or is it inevitable?

Williams: No, I think there's a way. Something is going to happen and it does. Well, why did it happen? We know an awful lot of things that happened during the sixties. We had many, many lessons. One of the things that we didn't have, we didn't have the knowledge, we didn't have the ability to be able to move rapidly. So why not try to build something in the system that would permit you to push the button immediately without causing any great difficulty? Maybe it can't be done because of the differences of forces of power here: the faculty aren't going to give up their

---

\*See Roger W. Heyns, Berkeley Chancellor, 1965-1971: The University In A Turbulent Society, an oral history conducted in 1986 by Harriet Nathan, Regional Oral History Office, The Bancroft Library, University of California, 1987.

Williams: power, and I don't want them to give up their power. But the faculty can be made to realize that, "Look, you've got to get off your ivory tower and be ready to be able to move."

I can't go on beyond that thing. This place is too great, and it needs to be able to handle all the problems that might come up or might not come up, and be ready to take care of it, have the "troops" that need to be there, and above all, do things without fear.

I guess in addition to that, I'd probably like to say it's very much like the Time, Place, and Manner Rules and Regulations. They need to be examined each year. And don't be responsible for neglect.

LaBerge: That's very good. Do you have more you want to say?

Williams: I'll think of a lot of it by the time I leave you.

#### Albert Bowker and the Chancellor's Role

LaBerge: We've talked about you serving under Chancellor Heyns. What was your relationship with [Chancellor] Albert Bowker?

Williams: I keep thinking about him, looking as if he had just been sleeping with his clothes on.

LaBerge: Because that was true?

Williams: No, Al Bowker was Al Bowker. I liked him, but he was an entirely different Chancellor than I'd been used to. He was easy to work with--what little opportunity I had to work with him. Very much pleased that he was around. It was just one of those things that the University has a facility, an inborn facility--it goes along with what I was telling you before--that somebody who's right comes along at the right time to pick up what needs to be done and change as he must or she must.

LaBerge: So he came along at the right time after the People's Park problem?

Williams: Al Bowker and the rest of it in 1964--it wouldn't have been right. He was a person who liked to see things pushed aside and somebody else do it, or he'd take care of it and "Don't bother me." I'm saying that, not in a denigrating way at all, because he just liked to be able to do other things that he wanted, and



Williams: to have his troops--who were carrying out his administrative responsibilities--taking care of those things that have to be done, so he can do the big stuff that enables the University to grow.

LaBerge: Did you report to him?

Williams: I reported to Bob Kerley and then Norvel Smith.

LaBerge: What kinds of qualities do you think a Chancellor needs?

##

Williams: First and foremost what a Chancellor should be...if he can walk on water, that would be quite helpful. If he can roll with the punches, he would sleep better. If he can do those things and have a very fine understanding of what a university is all about, he's going to get the support of the power of the academicians or the academic community. He has a multitude of responsibilities; sometimes foremost in the minds of the Regents is the quality of the individual in reference to fundraising.

I think one of the other factors the Chancellor needs is to be able to be internally strong enough to admit error and have the willingness to recover. And though the Chancellor has many things on his shoulders, I would hope that he would have the very keen interest in people who are responsible for the development of the University--and that's the students.

LaBerge: That was really very well put.

One of my questions earlier was, what you saw as the University's role towards the students? But you've been saying it throughout this, that that's the primary role: the students are the reason. It's wonderful to have that enunciated.

Williams: The primary function of the University is research and then the secondary is teaching and third is maintenance of records and dissemination of knowledge.

#### The University's Relationship with the Community

LaBerge: What do you see as the University's role in relationship with the community? Did you have any involvement with that?

Williams: At various times, yes. I had a great communication with the Berkeley Police Department, a lesser communication with council members or administrative members of the city. We're all a part of one another. I strongly feel in dealing with people who were

- Williams: part of the community but not in the University, that if they are treated with dignity and honesty, the University is going to survive much better.
- LaBerge: Were you a part of the Community Affairs Committee of the Chancellor's?
- Williams: I don't think as it's organized now. I would have to say no, I was not on that. I met frequently with people, representatives of the community.
- LaBerge: Can you give an example of what kinds of things you would talk about? Like right now, there are a couple of big problems: one is parking and one is People's Park.
- Williams: Traffic was another one we talked about; music played at a very high level on Sundays; utilization of the Greek Theatre.
- LaBerge: You mentioned that briefly one other time. Did you smooth that out with the surrounding community?
- Williams: I don't know that it was too smooth to the surrounding community, but we did the best we could. I think we won a little bit.
- We had the traffic problem.
- On the more serious side, too, we had rape policies on campus, patrol by our police department, but then getting, soliciting the assistance of the Berkeley Police Department to give them a hand, such things as that.
- LaBerge: Would you have been responsible for instituting the buddy program at night or something like that?
- Williams: Yes, I was involved in that. We also did that in a different fashion long before the so-called system came up. We advised young women, particularly, not to travel alone, being with somebody, making sure that somebody was going with them if they were going out. We also put up a couple of telephones on campus. That's going back, Germaine, fifteen, twenty years.
- LaBerge: That's fine. That's the kind of thing we want to hear about. People today don't know that that was an innovation. I think today you can call and say, "Would you please come and walk me back to my car?"
- Williams: That's what was done.
- LaBerge: As part of the Dean of Students' Office?
- Williams: I guess.

Williams: It doesn't matter; we got it done. I think we get our share of the accolades, if there are any, but it was something that I worked on with a young woman on campus who was in student affairs. She was heading up this thing, and we got it set up.

LaBerge: Would this be a young woman from the ASUC, coming and suggesting this to you?

Williams: I think so, or soliciting the help of somebody, a student who would be interested in that.

LaBerge: What about the structure of the ASUC? It changed.

Williams: It changes forever. I don't know what the structure of it is now but I would assume that there is a governing body, a legislative body, in charge. There's an executive director hired by the governing body; people would be able to take the responsibilities for the bookstore, for the foods, supplies, for other facilities that we have in the union. The ASUC is not going to be what is known as a stable organization constantly. It has got to be wise enough to handle changes, new students, new emphasis. That's why they have to be patient, because they go around the horn constantly. When I say "around the horn constantly," the business of education is repeat, repetition; it is neverending. And no matter where you are on the circle, you better get to work and be alert of what it needs at that time.

LaBerge: You seem very aware that you need to be on the alert for what the needs are, where things need to be changed, more so than other people. You're almost looking for people's needs and how you can satisfy them.

Williams: That's interesting. We used to get the "troops" together in the dean of students' shop at the beginning of the year or the ending of the year to make our interpretation, our analysis, of what is going to happen in the forthcoming portion of the academic year. Did a lot of guesswork. A lot of that proved to be true, and that proved to be quite helpful. We were helped, too, again by the academic people who were part of our staff, others who volunteered. I think this is absolutely essential. I guess I'm stressing that throughout all of it.

LaBerge: It's a real tightrope, too, for the University to walk: to be both the stable, continuing strong institution and yet open to constant change. It takes special people to make that happen.

Williams: We need help, we need support. We need to give that human support. But I think it's a little bit different from what I'm really talking about. The development of some idea of what's

- Williams: going to happen is an easy job. The implementation of those things becomes more difficult. And the implementation of them depended upon how well the job has been done; and if we have campus problems and community problems, that we're working as one, and each getting a share of respect for functions or for performance.
- LaBerge: Do you see yourself as the one who comes up with ideas or the one who implements?
- Williams: I steal them.
- LaBerge: That's okay.
- Williams: Again, you've got to listen, and not be afraid about who is going to get the credit for something that is to be done.
- LaBerge: I don't think you just stole ideas, because when you would go to the deans' meetings I think you must have given other people ideas also.
- Williams: What have you been reading?
- LaBerge: We talked about the National Association of Deans of Students.
- Williams: I enjoyed it. Yes, I can talk. The Western Deans was a wonderful group. That, as I told you, is a non-organization and we had a wonderful relationship, and I'm including myself. I just enjoyed the Monday morning telephone calls to find out how I messed up for the last week so we won't mess up again! I'm giving you an awful lot of repetition here.

#### Mrs. Williams' Role

- LaBerge: Not really. Not that much. Let me ask you something else. What was your wife's role in advising you? I have a feeling that she really was an important part of all of this.
- Williams: She was my advisor.
- LaBerge: That's what I thought. Can you elaborate on that?
- Williams: I depended upon her as much as I had the opportunity to do so. She knows me, she knew me, she was a part of everything I did, a part of everything that we were involved with in the University, just as much as any person who was associated with it was. Even though she was not paid, this was her life. I think yesterday she came up with her answers to [a] comment. We were going out

- Williams: to see some people in Orinda, and she said, "I've lived in Orinda." That's what she said, "I've lived in Orinda." A little later I said, "Did I live in Orinda with you?" And she said, "No, you lived at the University." I've got some work to do. No, it was quite a time.
- LaBerge: Since her speech has come back, do you think she would like to talk for an hour or so?
- Williams: I don't know yet. She's been told that this is a possibility.
- LaBerge: Because, I have a sense that she has this wisdom--from this whole experience--to offer.
- Williams: She has the wisdom to offer, very much so.
- LaBerge: And that she was just as much involved with the students as you were.
- Williams: It was something that we always shared. The one I couldn't share was during World War II, and I regret so much that I didn't have the courage to be able to say, "No, I'm going to stay home; I've got a job to do, family and kids."
- LaBerge: But for a lot of people, that wasn't a choice.
- Williams: No, I had the choice, I could have done it. I chose what I needed, to be able to be a whole person.
- LaBerge: My dad had the choice too and he chose to go. Even though he felt badly about the family part, he still felt that was what he needed to do.
- Williams: I felt that too. That I'll go into a little bit later. Those were tough times for her with her husband leaving her with three children and having to raise them. But if I hadn't gone in...
- LaBerge: ...you may have been here and been miserable.
- Williams: I would have.

Frank Thatcher

- LaBerge: Do you have anything to say about Frank Thatcher, whom I haven't heard about since the very beginning? You said he'll be weaving in and out of the story.

- Williams: I got a letter from him the other day. Have you received letters from him?
- LaBerge: We received one with his contribution--a long letter about you, your relationship, what you had done..I don't have it with me but I'll show it to you because it might be nice to include in the volume. It's really a wonderful letter.
- Williams: We talk occasionally. I talked with him last week; we write. He's more deaf than I am. It's hard to get a word in edgewise, but he's one of several. I already have talked about Frank Thatcher. He meant a great deal to me at a point back in my youth, and also a fellow named Peter Panella. I met him in junior high school, and he was also a very close friend of Frank Thatcher's at that time. He was a little guy. And then there's Elliot Alexander. I guess we can say we are the Four Musketeers. There is our old gang and there are people who drop whatever is done, if I need anything no matter where I am. We all feel that way for some reason. A wonderful relationship, true friendship.

Harvey Powelson and the Issue of Drugs

- LaBerge: Going back to the Counseling Center or that subject, one of your good friends was Harvey Powelson who was a part of the Cowell staff. Can you tell me something about that counseling center?
- Williams: Harvey was a psychiatrist. We developed the friendship; I don't know why, other than the fact that we had enjoyed one another, to challenge one another constantly.
- LaBerge: Would you have gotten to know him because you were dean of students and had access to that service for the students?
- Williams: Yes. Harvey Powelson was castigated by some of his own professionals and external community, because he took a strong stand against marijuana. But as you have probably read, the community accepted the fact at that time, that marijuana isn't a dangerous drug. Harvey Powelson is practicing medicine, psychiatry, in his own home with his wife.

##

- LaBerge: So he's doing holistic medicine?
- Williams: Right.

LaBerge: What about drugs on campus? That was probably the start of it while you were here.

Williams: Yes. That was the start of it. I think, undoubtedly, we were slow. I think too, that we, as it turns out--if I'm reading Harvey right--our indifference to the utilization of marijuana contributed later to tragedies. It could have been prevented had we been more sure of ourselves. A lot of people were hurt, very much so. We were only at a talking stage, nothing I could write home about, nothing I could describe as doing what should have been done.

LaBerge: Again, that was a new phenomenon. No one knew how to deal with it. Most people weren't sure how dangerous...

Williams: I remember going to a meeting down at UCLA, and Richard Alpert was one of the presenters. He was one of the two at Harvard. The only thing I could conclude at that time--because I had to substitute for Barney Atkinson, who gave up just before he was to make an interpretation of what took place--I felt all we can do was to be aware of what is taking place, prevent ourselves from being in the preaching position, be ready to give any assistance that we possibly could to a student, if that student wanted to have assistance. That was the extent of it. That's not very much. I never thought I would forget this other guy's name. He served time at the California Men's Colony in San Luis Obispo.

LaBerge: Timothy Leary?

Williams: Thank you.

LaBerge: Did he speak at this conference?

Williams: No, Alpert spoke at the conference.

LaBerge: Did he talk about the good points of marijuana?

Williams: He was eating sugar cubes throughout the whole program and that was being done for purposes of a little bit of shock and so on and so forth. I think we can quit on that one.

LaBerge: One more thing on the drug issue. When you were down at UCLA at this meeting, who else was at the meeting? Was it deans of students?

Williams: Deans of students and faculty.

LaBerge: From all campuses?

Williams: Apparently. It was the beginning of Alpert and Timothy Leary and they were very curious. I think Leary was in jail at that time; I'm not sure.

LaBerge: Was there a consensus among you who were attending?

Williams: No. Generally, we were all in the dark, no consensus.

### The Daily Californian

LaBerge: Going on, could you say something about the Daily Cal and its importance, its role?

Williams: I came back in 1957; it was in June of 1957. But before June the announcement had been made, and I got a call from a young woman from Berkeley who was a member of the Daily Californian, when I was still at the College of Marin. She interviewed me at that time. When I came back, one of the first things that I did was to make an appointment to see the staff, the members of the Daily Californian. I had the opportunity to tell the group that I had been interviewed by a member of their staff and gave a name. I recognized that on the basis of the quality of the interview, which was so competently done, that I was going to have trouble. I said, "I'm here because I need your help." We had that kind of relationship throughout. I definitely enjoyed it. Later in the contest when I left the ASUC, went to the Dean of Students' Office and became dean of students, I got some negative accolades written by members of the staff of the Daily Californian.

LaBerge: Who were probably different members, weren't they?

Williams: They were different members and they had a right to give me the accolades the way that they did. I felt we had a good relationship with them and enjoyed it. I didn't try to kid them. I didn't try to avoid them or evade them. I can't give up on that recipe because it's been most helpful throughout my life.

LaBerge: What do you see as its function, as a part of the University campus?

Williams: It doesn't have the same function it had before. It's an independent body. That is the way it was before I left; it became an independent paper.

LaBerge: Do you think that was a good idea?

Williams: It took a little pressure off of the administration. In that respect, it was helpful, but it was not the student paper that it



Williams: was intended to be. I regret very much that that was the case, because it was quite a laboratory for young people who were interested in journalistic activities. Wonderful laboratory. As a result of that, I read Carla Lazzeraski and her Los Angeles Times' reports every so often, and Henry Weinstein in the Los Angeles Times.

LaBerge: Were they former students and staff members of the Daily Cal?

Williams: Yes. They're very, very competent. Carla Lazzeraski, particularly, is just blossoming and blooming beautifully.

LaBerge: Did you have any relationship with other newspapers besides the Daily Cal? Like the Oakland Tribune?

Williams: Yes, I talked constantly with Oakland Tribune, the San Francisco Chronicle, again with the Los Angeles Times and Bill Twombly who was the Times' education reporter. The Berkeley Gazette, in those years, was the best newspaper around.

LaBerge: What ever happened to it?

Williams: I don't know. It died. Warren Brown, who was an old friend of mine, was the last publisher of it; he was also the publisher of the Richmond Independent. I know he gave up on the Berkeley Gazette. He may be still in the archives, or he may be still running them.

LaBerge: Actually his son is doing The Montclarion, and maybe the Berkeley Voice--that might be a new name.

Student Handbook##

[Interview 9: March 17, 1989]

LaBerge: Let's just go back to the student handbook: what was involved in that, and what you did for that?

Williams: Originally, the dean of students put the student handbook together and told about the things that were available for them, and rules and regulations that govern students, student organizations. It was really a dean of students' handbook. As the Time, Place, and Manner Regulations came into being, that really took its place, plus more of what was available for students--what facilities and people will be around to give them a hand. In other words, we were just trying to provide something to help them find their way around the greatest parts of the University and what they needed to do if they had some difficulty

Williams: and wanted to see somebody.

LaBerge: Would it describe programs like intramural sports or glee club?

Williams: All of the student facilities which are available for them and would help them understand the University more and give them ideas of where they can go, whom they could speak to if they needed help.

LaBerge: Is it something you had to revise every summer?

Williams: It was revised every year. And very much of it was the same. It was not a complicated book of any kind, but it was useful.

LaBerge: Did you have anything to do with describing courses?

Williams: No, we didn't do that. That would have been improper action on the part of the Dean of Students' Office. That was up to Slate. Slate decided to "reorganize the University." They were the critics. There were other people on campus--other student groups--who were the critics of what the University should do to be able to become much better. That wasn't our function.

LaBerge: How about your job after dean of students? I know that you were responsible for the Counseling and Learning Centers. What were your other responsibilities?

Williams: A lot of work in reference to the intramural programs. A lot of work in helping getting that building produced.

LaBerge: The Student Union?

Williams: No, the physical recreation. Intramural activities, women's athletics, childcare, residence halls.

LaBerge: In some ways, you kept on doing a lot of the same things, didn't you?

#### Disciplinary Responsibilities

Williams: Yes. And more intimate working with the staff at International House. I was involved in discipline--I continued to do that. I conducted disciplinary hearings that were considered to be not so serious, which could be taken care of by me.

LaBerge: What kinds of infractions? What were the hearings like?

Williams: Some of them about cheating--some very serious ones; problems about theft in the store. I managed not to talk about this stuff. This is just something that I blanked out on.

LaBerge: Were there problems in the dorms?

Williams: Yes. But that is easier to handle because at that point Alice Pappas was doing the job and she did it very commendably. [She] heads the graduate housing also.

LaBerge: If you held a hearing, did you have a committee or did the person come just before you?

Williams: Mine was a lower level than that--you didn't have to get into the committee program, although we did have involvements with committees at times. I followed the prescriptions which were in the Time, Place, and Manner Rules and Regulations, the rights of students and organizations and what could be done and what could not be accepted. But I couldn't give you an example of that right now.

LaBerge: How many would you have in a month?

Williams: Not many--two, three, four.

#### Affirmative Action and Childcare

LaBerge: Anything else on your last job as vice chancellor? We talked about women's athletics, childcare, residence halls, disabled students. How about affirmative action? Did you have any involvement with that?

Williams: No, not precisely. I presumed that I might be able to dig up some memories where I might be sitting in a committee of some kind talking about affirmative action. But I think that was well taken care of by other members of the Chancellor's staff.

There were a lot of problems with Title IX. It was very important, particularly in reference to athletics--intercollegiate athletics and the childcare boom; it wasn't a boom, it was a young woman by the name of Sue Brock who was committed to childcare and determined that she was going to have that established. I supported her because I happened to like her; I liked the way she was working at it. I thought that she was doing something that was pretty worthwhile. I think I was able to become very much interested in the program. We felt, too, childcare was something that would enable graduate students or other students to be able to get through the University much

Williams: quicker than they are able to do without it. It had a lot of qualities which were extremely worthwhile. As a result of it, we got some stuff constructed over on the southside--for childcare--up by the hospital. It gave me headaches though. There were some anecdotes I might have said something about but for some reason, I pushed those back in my mind; I don't know exactly where they are right now.

LaBerge: That's all right.

Williams: There were struggles. There were efforts by students to be able to invade the Chancellor's office. I wasn't here on one of them that developed. But it was organized, I think, by an upper division student. They came in to the second floor of California Hall. On the basis of some things that I heard, there was a rather extensive use of--I don't think iodine, but other types of liquids that could be put on the faces of the young to look like blood--they brought along to see that they were not being treated properly. But it turned out to be a beautiful joke because it was obviously painted on, and that's the last that I can remember of that.

LaBerge: Children not being treated properly?

Williams: Little children not being treated properly in some of the facilities that we had. That's not such a hot one for you, Germaine. I don't know the details of it, and I can't remember it.

LaBerge: Did you have any involvement with the experimental colleges that came into being?

Williams: No, that was an academic function. I was interested in it, of course, but I had nothing to do with the organization or instruction or developing the curricula. It was very interesting, but that wasn't my prerogative.

#### YMCA and YWCA

LaBerge: What about the YMCA? I know you were on the advisory board.

Williams: Bill Davis, who was the director of Stiles Hall, is one of the most wonderful friends I ever had in my life, and a man who is extremely sensitive and concerned about the welfare of students. Bill was an intercollegiate athletic member of the basketball team during his undergraduate days. He was an excellent athlete, respected. He succeeded Harry Kingman, who was the director of Stiles Hall, after he retired. And then Bill took over. We met

Williams: regularly. We used to have many staff meetings with the two of us sitting on the bench in Sproul Hall plaza to take a look at what was going on, comparing one with another. Our eyesight was pretty sharp. We enjoyed seeing what we did. But we got down to what we should have done, rather than observing the beauty of the plaza and the beauty of the people who were walking through the plaza--the flora and the fauna.

I was on the Stiles Hall advisory committee for several years. I liked it, liked Stiles--it had a quality about it that was concerned with people--very rewarding.

LaBerge: It has a real connection with the University, although it isn't part of the University, is that right?

Williams: That's right, that's very much right. For example, the time that the Free Speech Movement started, Bill was so worried about it and also generally aware of what's going on and what was going to happen. In everything, he kept trying to be able to stop it and make it step back and find out if there's some other way that we might be able to change it. But it had gone too far by that time, so we couldn't. What he was concerned about really took place, and it was a difficult time for many months.

We had the intercampus--I can't think of the name--but it involved all of the religious organizations that were around the campus. I made a definite attempt for us to be able to know what facilities were available, what the churches were doing; there are many of them having very definite programs for students. Excellent places for students to be able to go relax, meet people. I'm not sure it's working.

LaBerge: I think it is.

Williams: It was, up to the time I left.

LaBerge: For instance, what services did the "Y" offer to the students that wasn't offered on campus? What were the programs?

Williams: ...particularly the assistance to the Hispanic American group recruiting program, recruiting of black students, development of the home up on Channing, Casa Joaquin Murieta. They did much one-to-one with young people of the schools.

LaBerge: Like local elementary schools? Tutoring?

Williams: Yes. Assisting.

LaBerge: Was it a center for volunteer work?

Williams: It's all volunteer work--whatever the students felt they wanted to do--and they had some excellent ideas. And we're very committed to Stiles and the programs of Stiles Hall. The advisory committee was right behind them giving them all of the help they possibly could give. One of the last things they did-- I think they worked with people who had been arrested, and there was some participation of members of Stiles to be able to get information about what had taken place and offer services to be able to work with them. I think there were people who were in difficulty that was not so serious. There was real concern about the safety of individuals but very great concern about the rehabilitation of people who had run afoul of the law.

LaBerge: Is [it] the same kind of connection as with the YWCA?

Williams: Yes. That's where my wife is so much concerned, with the YWCA and various programs, again, similar much in the way Stiles is. The program for women was started in the "Y" House. I guess you recognize that they had their hundredth anniversary celebration of "Y" House just this last week or so. That's the one which is going to have the program celebrating some of the women. Ruthie was one of them, but unfortunately she couldn't be there; she had to be in San Diego that time.

LaBerge: There were pictures in the California Monthly. There was a Mary Hafner. Is that Dick Hafner's wife? Ella Hager was her mother, is that right?

#### Recruitment and Orientation

Williams: Yes. Michelle Woods is another young woman that we brought in. Michelle we discovered in the early part of the program recruiting the young people for admissions into the University. Very confident young woman, very attractive young woman, ambitious, and has done a beautiful job.

LaBerge: You recruited her to be a student?

Williams: This is during the process of opening up the campus. We did not have a sufficient number of black students and I thought we could say we're doing a very good job.

LaBerge: So you were involved in recruitment?

Williams: No, I really wasn't involved in the recruitment...this goes back a little bit. This is not following along with the trend, though, that I was trying to give you just now. But I realize that Peter Van Houten, one member of my staff, ran the student

Williams: activities programs, preprofessional advising. This one became more in the medical area than the others. Another person who was really responsible for a lot of the recruitment was Lynn Baranco.

LaBerge: Was he a part of your staff?

Williams: No. He was in a separate one; we worked together. He had an operation which he reported to me about and I listened. It wasn't necessary for him to do so but it was in the recruitment of students throughout the state of California, mainly Third World people; they're still doing it. Germaine, we're running around Robin Hood's barn.

LaBerge: That's okay because we've talked about so many things that we have got a lot of things to pull together.

I know you sometimes traveled throughout the state giving speeches. Were you a part of this?

Williams: Part of it involved orientation programs--that happened in various parts of the state. I did that with the Alumni Association frequently, and too, with the orientation program that we had, I attended meetings in parts of the state. We did our best to be able to welcome people and encourage them to take a good look at the University. At the time we would do our best to be able to give them a description of what the University is like, many of the things that are available for them, how they would be able to get over whatever hurdles were placed in front of them; and do our best to do it with some quantity of humanism attached to it, and do it as honestly as we could, as carefully as we could--that we didn't mislead anybody in any way.

### Volunteer Activities

LaBerge: How about your other volunteer activities, like the "Y", the Boy Scouts--weren't you involved in Boy Scouts?

Williams: I used to be. Before I came back to the University, I was the chairman, president of the Tubercular Association of Marin County. Also, the Marin County YMCA, Community Chest--did that here, too, at the University.

LaBerge: What is the Community Chest?

Williams: It has a different name for it now--a fund drive.

##

LaBerge: Sort of like the Chamber of Commerce?

Williams: I hesitate to say it's really the Chamber of Commerce, although the Chamber of Commerce was very much interested in representing many people in large organizations; Pacific Telephone, Standard Oil, were involved in these things. That was to raise enough money to help provide budgets for such things as the YWCA, YMCA, the Red Cross, Tubercular Association.

LaBerge: It almost sounds like the United Way.

Williams: That's really the organization. It became part of the United Way later on.

LaBerge: I'm amazed that you had time to do those kind of volunteer things, along with everything else you were involved in on campus.

Williams: I got into a lot of it here. Around here, the volunteer performances were the Y house--the women--Stiles Hall for men, and the religious organizations, to be able to consult with them in various times. I think we used to have regular meetings with them, so they can be critics of what we were doing, also to give us some ideas of the way we might be able to help them. If you ask me whether or not it was a busy life, I'd say, "Yes. It was a busy life." But I enjoyed it.



## X RETIREMENT IN CAYUCOS

Decision Process

LaBerge: That kind of leads into another thing I wanted to ask you about, and that is retirement--what your experience of retirement has been, what your life is like now. Maybe even advice for other people who are retiring. I know that's a hard thing for a lot of people to face or to deal with, once they have more time on their hands.

Williams: I had a very wonderful time at this University. I think you know that on the basis of what I said, how I said it. I don't know how it would be looked upon. I love the University and I told you why. I was very pleased that I had the opportunity to come here to work; it was something I hadn't thought was going to take place; it was a dream I had. The dream did come true. I think I retired in 1976. Suddenly I was offered a job or was considered for a job in the state of California, which surprised me. It challenged me very, very much. I had an interview with a person who had the responsibility of getting the director of the organization, and that organization was the California Conservation Corps. I got very excited about that because to me it was a goldmine of opportunities for working with human beings, for the benefit of the environment and our people.

The interview was quite successful--I think. I was getting ready to be taken up to Sacramento and meet other people, I guess young Governor [Edmund G.] Brown [,Jr.] was one of them. And then suddenly--because I was still at the beginning stages of asthma which I developed during the Six Years' War--to put it very bluntly, I began to think, "What the hell am I doing?", trying to take on something else when it's difficult enough for me to be able to do what I was doing when I was here. So I went home that night, after I had been thinking about this, and on the way home, I decided, "I'm going to retire." That was something out of the blue. My wife went along with it. She thought it might be a good idea, and we did it. I retired.

Williams: But seven years previous to that time, we did rent a house in Cayucos. It was a wonderful one but unfortunately, it isn't in existence any more. People did try to make a state monument out of it but couldn't. It was our retreat; we would get down there as often as we possibly could. Not long after, I had to go down there for about a three-month period of time because I developed quite a depression.

LaBerge: Was this before you had the interview for the California Conservation Corps?

Williams: Yes. It's pretty definite it was before. It was the period when we took our vacations as often as we could at the little house. Vacations usually were on the weekends. I did recover from that.

I did get to the point where I decided I wanted to retire. So I sent in my resignation to Norvel Smith and he passed it on to others in the University. And I retired. I worked quite late for the last week before retirement and got things done. I worked up until one o'clock in the morning. Then on the last day, I continued that same routine up until two o'clock in the morning; got everything done. If I can do it without being dramatic, I could just tell you that I closed the doors, pulled down the shades, and walked out of here and had the feeling, "Whoever you are that's going to follow me, take good care, because I've had a wonderful time." I never regretted it. I was ready to retire, and I have enjoyed retirement and enjoyed it with no hard feelings.

LaBerge: When you walked out of your office, did you immediately move to Cayucos or did you stay around for a while?

Williams: No, we moved. We got prepared during the process.

LaBerge: That's quite a transition, because all your friends were here [at the University.] You've got a myriad of friends.

Williams: I know, but there were also lots of friends in Cayucos, San Luis Obispo area. We weren't going to a place that's brand new, and it looked like a very nice place to retire, and so on and so forth. We knew that it was a nice place to retire, we also enjoyed the sea, were excited about it.

In fact, I told you that I had around 200,000 sea miles during World War II. And prior to that time, when I was a kid in high school, I went to sea in my junior year, all during the summer. If I could have swum 10,000 miles, I would have done that, long before that trip finished, because I was never so homesick in my life.

LaBerge: What kind of program was it? Was it an educational thing, an apprenticeship?

Williams: No. I was just being a rugged sailor. No, there was no program. This was a job. It was intercoastal. That was quite a learning experience. Now you've got me shifted off that and onto something else.

LaBerge: That's okay. If you've got more to talk about, that's really interesting.

Williams: There isn't much to talk about that, other than the fact that we had to kill about two million cockroaches before we could get settled. That was quite an experience, and it was, in many respects, a lonely one.

The next year, I worked in the salt mines in Nevada. I worked there for the summer. It was a job. I had to take a trip and be driven to the salt mill, for which we were helping to provide the salt. On the process of wakening, washing my face and washing my hair, I would build a crust of salt on the top of my head and I got to the mill and I would pat it and just get it off. By the time I got through with the job that summer, I realized that my hair had stopped growing and it began to fall out a little bit. That's what happened to me, so I became a little bit bald prematurely. Had some when I was in the University but not a heck of a lot.

LaBerge: Both of those must have been real maturing experiences, with the people you worked with.

Williams: They were. It was a different form of life. It was interesting. I had a greater appreciation for my desire to continue my education and I was determined that I was going to be able to do that. I don't know whether I told you along the way, but I was preparing to go into professional baseball to help me get through the University, if I couldn't find any other way.

LaBerge: Didn't you have a couple of offers?

Williams: Yes. They were just offers. But it was a way, I thought, that I was going to be able to get where I wanted to get, and that was here.

LaBerge: Let's go back to when you picked up stakes, retired, and went down to Cayucos.

Williams: We found that people who lived there were wonderful people. We did have friends and acquaintances, and those friends and acquaintances were ones developed by my wife, who was raised in Paso Robles. Each of us, when we were there, would meet people and become acquainted with them.

LaBerge: Did you meet people on the golf course?

Williams: No, just out in Cayucos itself. Sometimes on the golf course; the golf course came into it later on. As a result of it, we have, again, a very full life, an enjoyable life. People are very much involved in that. We like where we are with the excitement of the sea because we are twenty-five feet from the edge of the cliff and just another twenty-five feet above the beach and the sea. It provides an excitement that is constantly enjoyable and a neverending picture of power that we love to watch every so often.

### Transition Process

LaBerge: When you left the University, did you know who your successor was going to be?

Williams: No. An Hispanic-American person became my successor. I met him, talked with him. I liked him. He was a delightful guy.

LaBerge: What was his name?

Williams: I can't even remember that.

LaBerge: That's what I wondered--if there was any way you prepared somebody to take over the job, or whether they called you for advice.

Williams: We did have a conversation that lasted maybe for about an hour. It was an orientation kind of a conversation. That was the only time I had with him.

LaBerge: Did you take most of your files and notes with you?

Williams: Yes.

LaBerge: That's why you have some of these good notes?

Williams: I got a lot of them. I didn't take them with me at that time. I came up and got them after I had been retired. I got what I could. I tried to get what was existing in the dean of students' file; I think they were destroyed because the policy of the University was to be able to get rid of things at the end of five years. I think much of them went down the drain. I was able to obtain some of the files of copies which were in the Chancellor's Office--the Chancellor's files.

LaBerge: If you hadn't, then no one would have that history. I know Ray Colvig has saved a lot of things, but he wouldn't, for instance, have these papers that you have.

Williams: I may have more fun with them after this is all over, going through them to see just exactly what I do have.

### Retirement Party

LaBerge: I read through your whole retirement party book with all of the comments people have made. They are just wonderful. Did you have anything to do with putting on the party? Did someone else organize it, put it on for you?

Williams: Jim Lemmon was the chairman of the group. Mudge Allin was the secretary, and she was the woman I first met when I went to the Dean of Students' Office because she became my secretary; tremendously bright person, very capable. I realized I had an assistant dean of men rather than a secretary. She was there, Peg Dewell helped, and I think Ruth Donnelly and Bob Kerley--very definitely he was involved in supervising and getting the organization going on. I can't think of others. I guess I can find them.

LaBerge: It was a wonderful tribute to all the contributions that you made, both to the University and to people's lives.

Williams: It sent me nineteen feet off the ground and I haven't come down. It was a tremendous experience.

LaBerge: The other thing I noticed about it: it was to Arleigh and Ruthie. It wasn't just to you, which is a real statement of how much a part of the job your wife was.

Williams: Very important.

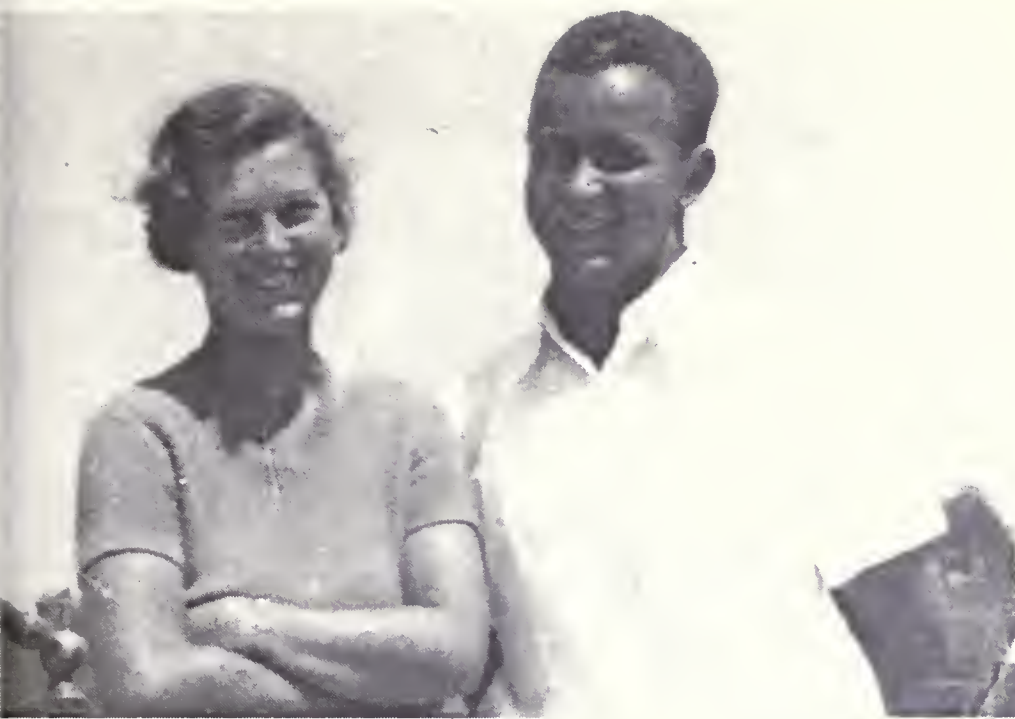
LaBerge: Do you have anything more you want to add to that?

Williams: No. The thrill of the retirement is still with us.

LaBerge: What do you attribute that to--because you must have friends who have had real trouble adjusting to retirement?

Williams: We loved it; we loved the retirement party. The thrill of the crowd is just something that won't be forgotten. I honestly had a feeling that "Gosh, maybe I did do something." And that came about because of the reaction of the people there. I thought people were genuine, very genuine.

- LaBerge: People who couldn't be there sent wonderful letters, like Chancellor Heyns. Some people who were there sent letters too. Ira Michael Heyman.
- Williams: This is a description of why I need to be able to be given time to list the people.
- LaBerge: Just some of the names I have are Chancellor Heyns, Harry Kingman, Vern Stadtman (who wrote the centennial book), Glenn Seaborg, Barbie Deutsch, Roberta Park, Kooman Boycheff, Dick Hafner. Those were some of the quotes I wrote down.
- Williams: We're pulling it together at this time.



*Above:*

"1931 - We worked for the Oakland Recreation Department. She didn't get upset because I fell in love with her!"



*Left:*

"July 7, 1935 - We got married!"

*Below:*

"1988, Cayucos - We don't know whether or not this is our back or front yard. It makes no difference - we like it!"







## XI THE FREE SPEECH MOVEMENT IN PERSPECTIVE

[Interview with Arleigh Williams and Ruth Williams]

[Interview 10: 22 May 1989]##

Family Reflections

Mrs. Williams: It was terribly important to me to say where it was, what I was feeling about it (the Free Speech Movement). Someone asked me to write down my reflections.

LaBerge: This is your statement of what it was like?

Mrs. Williams: Yes. If you want me to, I can give it to you.

LaBerge: Why don't you? Just for the tape, I will say, we are talking about the Six Years' War [1964-1970], and Mrs. Ruth Williams is going to give her reflections of what went on. And Mr. Williams, you feel free to interrupt if you have something to add?

Williams: She'll give me that permission when she needs to!

[Mrs. Williams partially read her statement and partially spoke spontaneously.]

Mrs. Williams: "Berkeley...the Free Speech Movement...Mario Savio." These became household words in 1964, and have been used by everyone from eminent sociologists to television comedians to typify the first major instance of student revolt in America. Six years later, as I looked back (1970), I tried to figure out what seemed to keep us going during those very trying days. I concluded that certain people, certain relationships, and certain kinds of challenges are the ingredients for weathering a storm.

Mrs. Williams: In 1964, my husband was the dean of men at the University of California at Berkeley. We looked forward to the beginning of the fall semester with particular pleasure because Linda, our twenty-one-year-old daughter, was going to be living at home during her senior year. She had somehow neglected to make arrangements for living on campus, so she asked if she could move in. We were delighted! She said, "The only thing that bothers me, Mom, is that I like to eat early and start studying, and I know you and Pop like to sit down and have a drink and not hurry to the table." "That's no trouble, Linda," I said. "I'll have your dinner ready and we can just eat whatever time."

So that was the way she started in September. Each morning she and her father would start out for the twenty-four minute commute to the Berkeley campus, both enjoying the quiet of the ride. Then, wishing one another good luck, Linda would plunge into the task of being a student, and he would take on the challenges of the Dean of Students' Office. Each evening, she would meet him at his office and they would ride home together, talking about the frustrations or victories of the day. It was obvious to me that this was a great and warm relationship for them both.

Our eating arrangements worked out fine--for about one week. Then, as the Berkeley protest began to build, Linda wanted to join in the "share and tell" time that her father and I enjoyed. My only knowledge of what went on those first few days was by way of radio and television reports, until they arrived home. I always had a billion questions, and our discussion followed us nightly to the dinner table. As tension mounted on campus, and each day became more hectic, our time together became one continuous discussion of THE TOPIC. I remember that one night I decided, and announced to the two of them, "Tonight we aren't going to talk about IT. Tonight, for our own mental health, let's talk about something else."

For about ten strained minutes, we looked at each other. I would start to ask a question and then remember the ground rules! Linda would start to say something, then stop. Arleigh looked miserable. Finally, I couldn't help laughing. "Okay," I said, "the curfew's over." And with that, the three of us started talking.

One day I went into Berkeley to attend the noontime rally, to see for myself what was happening. I discovered it was much too upsetting for me. It was much more helpful, I felt, if I could stay away, trying to be cheerful when my husband and Linda came home. My attempts at humor were mighty feeble: "Hello, dear. Did you have a nice day at the

- Mrs. Williams: office?" and so on and so forth. By September 30, only two weeks after school had started, it was obvious to us--and to everyone else--that the protest was no laughing matter. But warm relationships, and the challenge of building morale, brought about some delightful moments.
- LaBerge: I hadn't realized that Linda was living at home. Where were the boys?
- Mrs. Williams: David was at sea, in the navy, in Vietnam. He also had married.
- LaBerge: What about Arleigh?
- Williams: He was up in Seattle, Fort Lewis.
- LaBerge: Did they both go to Vietnam?
- Williams: No, just David.
- LaBerge: But that gave you more firsthand experience, during the protests about Vietnam. I mean, the fact that you had had a son serving there.
- Williams: I think so, yes.
- Mrs. Williams: Yes, in fact, he says this about him.
- LaBerge: I bet you were happy Linda was at home and not on campus after everything started, weren't you?
- Williams: I was very proud of her, very proud of her response to things that were happening on campus. She should be able to talk for herself rather than let me talk for her.
- Mrs. Williams: This is the thing, do you really want me to...?
- Williams: Cover the whole business, honey.
- LaBerge: You've really thought about this situation a great deal, and you're doing so well.
- Mrs. Williams: Well, this was about "being on the bricks"--citing students on Sproul Plaza. The responsibility fell on the shoulders of the men of the Dean of Students' Office. Dean of Students Katherine Towle reluctantly assigned this duty, but felt it was important for them to be there. One of the women deans had expressed a desire for a team effort--for the women to join the men in talking with students on the plaza, and to help with the citations when necessary. My husband had expressed concern, not so much for their safety as for the possible exposure to indignities.

Mrs. Williams: "Well," said Dean Towle, "I'm not afraid of students!" (She hadn't been a Marine colonel for nothing!)

"We know that, Dean Towle," replied one of the younger men. "But if I'm going to have to run like hell, I don't want to have to wait for any of you women!"

With a twinkle in her bright blue eyes, Dean Towle chuckled, and acknowledged, "Okay, Bill [McCormack]. You've convinced me!"

The morale of the Dean of Students' Office was great during 1964. The teamwork and shared experiences brought people together in a relationship that meant a great deal to all of us. On October 1, a group of students "sat in" during the afternoon, in front of the Dean of Students' Office. Linda, our daughter, had gone, as usual, to meet her father for a ride home. She had had to pick her way through the mass of students sitting in the hallway.

"I was scared, Mom," she confessed later. "I've never seen or heard such expressions of hate! I was afraid they wouldn't let me get into Pop's office."

But she had knocked, and had been able to get in. Then she, along with the women of the staff, had been led out a window, onto the roof, and through another window at the opposite end of the building, where they were able to make their way out of Sproul Hall. Had you heard that story?

LaBerge: Yes. I didn't know, though, that Linda was one of the persons involved in all this.

Mrs. Williams: Yes. The men deans stayed, until the protesters left at six-thirty. "Weren't you afraid?" I asked my husband. "Not for myself," he replied, "but I don't know what I would have done if anyone had touched Linda or any of the other women." During the year, the men often kidded the women about "the Great Escape."

Williams: Oh, that's right. That's what we called it!

Mrs. Williams: [Laughter] That was the big deal, "the Great Escape!" But it had not been fun! The hostility had been a very real and frightening thing. These were discouraging days for my husband and me, for we had spent most of our adult life in student work, and had enjoyed and treasured our relationships with young people. As the protest grew, and as we saw more alienation of students and University administration, our morale was often in need of boosting. There was no simple answer, of that we were sure. But

Mrs. Williams: friends, colleagues, and family found time to send words of encouragement, appropriate cartoons, and other warm expressions of concern which made our lives a bit less painful.

Our younger son, serving in the navy, wrote a letter of encouragement to his father. David had graduated from Berkeley just two years before, and had a real understanding of the campus, and was remarkably sensitive to his father's troubled spirit. After his note, he added a postscript which meant a great deal to both of us: "P.S. If you are out of work by the time you get this, Pat and I figure we must owe you and Mom a couple of free meals...DAVE." What a lift that gave us!

Our other son (Arleigh) indicated a different kind of support. He came down from Sacramento to attend one of the football games at Cal. He had no sympathy for the demonstrations which were continuing during the fall semester. As we were leaving the football stadium, he suggested to his sister, Linda, "Why, let's go down to Sproul Plaza and step on some bare feet and pull some beards!" I don't think he really meant it--after all, he was the rebel of our three children as they were growing up--but it was his way of expressing his desire to do something, for he knew that life wasn't particularly easy for his father, or for any of us at Berkeley.

Linda's response to the campus crisis was to become involved in a group called "Cal Students for Law and Order." She believed that many of the issues being raised by the protesting students were legitimate, but she deplored the tactics being used. She manned tables on the plaza, handed out literature for her group, and helped recruit student volunteers who had similar concerns.

One noontime, as she sat at her table, she was screamed at by a male student who accused her, with accompanying obscenities, of being "against free speech." He threatened to "smash" her table. She confessed to us that this kind of confrontation had sickened her, that she didn't have the thick skin required for the job.

"Later on, when I was working at the Information Desk," she reported, "he came into the union and started toward me. I didn't know what to expect. And do you know what he did? He came up to me and asked, 'Aren't you Linda Williams? I was in high school with your brother Dave. Remember me?' He smiled and asked how Dave was, and he was completely different!" Then, shaking her head in confusion, she wondered how anyone FOR free speech could so vehemently deny it to someone else!

LaBerge: Do you want to take a rest?

Faculty Wives' Response

Mrs. Williams: Well, there is something else I want to include, which I never talked about. (Looking at papers)

Williams: Let me have a look at it.

LaBerge: Does he want to censor it? (Laughter)

Williams: No, this is very important. That was a sad day, so let's get it on record.

Mrs. Williams: It had to do with the Academic Senate where they were making... Linda asked me if I would attend some of her classes with her, to listen to the discussion. It was interesting that so many people were listening to what was going on, trying to find some solution for both students and administration. So she asked me to go to a meeting at the Greek Theater on December 7, when some 8,000 students, faculty, and staff met to hear a proposed settlement offered by a newly formed "Council of Department Chairmen."

Williams: Yes. It was Bob Scalapino.

Mrs. Williams: We heard President Kerr accept the proposal, promising to present it to the Regents. As I looked around there was a great feeling of hope, for the first time in a long time. Then, just as the meeting was adjourned, Mario Savio strode up to the microphone, and before he could say anything, he was seized by the police officers and dragged away. There was a great gasp of horror that came from the crowd, and all the kids were kind of thrown; their hope was suddenly dashed to pieces.

This was another sad day. The only hope was this other meeting of the Academic Senate scheduled for the next day, when the students came with hope--and this was the December eighth resolution. And I was incensed!

Williams: This is a very important difference.

Mrs. Williams: This wasn't his problem! Even though I later realized there were probably 800 or so names approving this resolution, I felt it was terribly wrong to ask that students were not held responsible for their actions. It was at this point that I felt that I had to do something, and with Arleigh's

Mrs. Williams: blessing--God love him--he prepared and circulated with my many women friends a statement for the Regents of the University. It stated something to this effect: "As a woman I believe that in our society, changes may be made only through democratic processes which give intellectual as well as moral discipline, and students should be given the freedom to make choices; but they must recognize that they will be responsible for the consequences of their choices."

##

Mrs. Williams: I was very, very busy with the faculty wives. I don't think I was president at that time, but I was very involved with that group. So I thought it was important.

LaBerge: This is very interesting that the faculty wives signed this. Were they the wives of the faculty who had signed the December eighth resolution?

Williams: I'm certain there were many.

Mrs. Williams: Well, it went to the Regents. But the thing was that we all felt that the kids...We honestly believed a lot of them. We felt that they had to be responsible. So, I did my thing! I think women need to do...I was so interested in so many women who had lived on other campuses, or in other places. They really thought that it was frightening. This was why I did it. It was the times. The times.

There is another thing that's just funny. And that is about Linda. Linda decided that a name as common as "Williams" was great because it provided her with a cloak of anonymity. She told us, with great delight, of a conversation she had on the terrace with one of her English professors. He spent about an hour berating the administration, complaining about the dean of students and her staff.

Linda, who shared our great admiration for Dean Towle, challenged him and insisted that he give her evidence for some of the broad statements and accusations he was making. She reported to us that he evaded her questions, and had not been convincing, either to her or to the group of students who had gathered around to listen to the discussion. Finally, she said to him, "Professor Miller, I think I should tell you something. Dean Arleigh Williams is my father." Whereupon the faculty member, very red-faced, rose from his seat and gulped, "Omigod, Linda! Listen, we'll have to talk again sometime." And off he ran! (Laughter) That was funny!

LaBerge: Do you know the name of this faculty member?

Williams: I don't think he's here anymore. Miller. She had developed a very nice relationship with him and they had discussions. He was very much involved in the things she did not think were important, I guess. And vice versa. But she enjoyed it.

Response to Students

Mrs. Williams: Then there were other times. It was December 2 (1964) that 1,000 singing demonstrators, led by Joan Baez, entered Sproul Hall to protest the disciplinary action that had been instituted against students involved in earlier events. Can you read this? I'm tired.

Williams: "After an all night vigil and refusal to disperse, police units were called in and they arrested over 700 persons."

Mrs. Williams: On the day of the arrests, I had attended a meeting at the YWCA. I tried to walk down the street toward my husband's office, but was stopped by a uniformed officer, with his stick across his arm. I looked beyond him, and saw that policemen were standing guard all along the street. I couldn't believe this. This was Berkeley, not some remote place in the world where police action was a way of life. It was indeed a sad day when bright, young people felt the only way they had to change was to bring the institution to "a grinding halt."

Williams: That, of course, was Mario Savio's expression.

Mrs. Williams: But I had to feel a kind of admiration for them in their willingness to risk their University careers for something they believed. I was convinced then and I continue to hold this conviction: "Change comes in full accord with the will of God and in complete response to the need of men." This is the challenge to us personally as we continued to meet with students at the University. So there have been many challenges.

LaBerge: When you were involved with the Berkeley wives? Was that a combination of faculty, administration, and foreign student wives?

Mrs. Williams: Yes.

LaBerge: For instance, did you have welcoming committees or...?



Mrs. Williams: Oh, yes. You know this was the place where things were happening--the University. And what happened in my case, I made a mistake about a Faculty Wives' meeting. I thought it was going to be on Tuesday. Actually, I was home and I turned the phone off--I was working in the yard. Then later I got a call saying, "What happened to you?" And I said, "Nothing. I'll see you tomorrow." "No, it was this afternoon! You missed it!" (Laughter)

LaBerge: And you were the president?

Mrs. Williams: That's right. Then [Mrs. Catherine] Kay Kerr and I were very active in volunteering at Herrick Hospital--it was a very big thing. Kay and I laughed about how very organized we had to be. We were also very active in Cowell Hospital with all the kids and Rupert Crittendon. He was the judge.

That day I talked to a student. And he said, "I don't think the women are interested in this sort of thing." [legal assistance for student protesters.] And I said, "Now, wait a minute." He said, "Well, they're not really wanting to do this." And I said, "My name is Mrs. Williams and I really would like to tell you that, if you are interested, I will take you down to listen to some of the legal advice." He said, "I wouldn't do it." And I said, "Well, would you really like to? I think you ought to find out." He said, "Yes, I would." I said, "I'm going to be a little late. Just meet me here." And he never did show up!

LaBerge: (to Mr. Williams coming into the room) She is talking about the judge.

Williams: Rupert Crittendon. He was a municipal judge. He was the one who heard the students who had been cited.

LaBerge: Mrs. Williams was also talking about doing something at Cowell Hospital and Herrick Hospital. It sounded like she and Kay organized...

Williams: She did some volunteer work at Herrick. And they worked up at Cowell because there were students there, so they would visit.

LaBerge: They would visit the students who were sick, to make them feel at home and as if somebody cared?

- Williams: Yes. Nothing that would interfere with medical practices, but giving students an opportunity to see a friendly face. And sometimes do some things for them that they might express--go back and get a book for them or something.
- LaBerge: That is really nice. Because all of a sudden, that's the time when you really want your mom. You're a college student and your mom's not here. They would do this regularly, like once a week?
- Williams: I think so. I went up there frequently. I think I already stated that, particularly with the physically disabled students. There were other people I did that for, just show up and show a friendly face.
- LaBerge: (About Mrs. Williams' essay on FSM) Did someone ask you to write it, or did you because you needed to write down your thoughts?
- Mrs. Williams: Yes. I just wanted to. Bill Davis.

[End of interview]

## TAPE GUIDE -- Arleigh Williams

Interview 1: August 5, 1988	1
tape 1, side A	1
tape 1, side B	9
tape 2, side A [side B not recorded]	16
Interview 2: August 15, 1988	23
tape 3, side A	23
tape 3, side B	29
tape 4, side A [side B not recorded]	36
Interview 3: September 9, 1988	43
tape 5, side A	43
tape 5, side B	50
tape 6, side A	57
tape 6, side B	65
Interview 4: February 6, 1989	70
tape 7, side A	70
tape 7, side B	76
tape 8, side A	82
tape 8, side B	88
tape 9, side A [side B not recorded]	94
Interview 5: February 10, 1989	100
tape 10, side A	100
tape 10, side B	106
tape 11, side A	112
tape 11, side B	117
tape 12, side A	124
insert from tape 15, side B	125-129
Interview 6: February 21, 1989	130
tape 13, side A	130
tape 13, side B	138
tape 14, side A	144
tape 14, side B	152
Interview 7: February 22, 1989	154
insert from tape 13, side B	154
tape 15, side A	154
tape 15, side B	161
tape 16, side A	164
tape 16, side B	170
tape 17, side A [side B not recorded]	178

Interview 8: March 16, 1989	180
tape 18, side A	180
tape 18, side B	186
tape 19, side A	192
tape 19, side B	197
Interview 9: March 17, 1989	200
tape 20, side A	200
tape 20, side B	206
Interview 10: May 22, 1989	214
tape 21, side A	214
tape 21, side B	220

Arleigh Williams Oral History  
Appendix Guide

1. Memo to Chancellor E.W. Strong regarding student violations, October 1, 1964
2. Memo concerning Bicycles on campus, July 22, 1964
3. Charter Day Speech of President Clark Kerr at U.C. Davis, May 5, 1964
4. Typewritten version of memo from Dean of Men Arleigh Williams to Chancellor Strong, Fall 1964. It is uncertain whether Chancellor Strong received this memo.
5. Handwritten original of typed memo to Chancellor Strong.
6. Time, Place and Manner Rules, 1965
7. FSM Profile prepared by Arleigh Williams and his niece, Sherri Morgan
8. Memos regarding Eldridge Cleaver's course, Social Analysis 139X, June 23, 1969
9. Letter to Peter Camejo re: Vietnam Day Committee, August 12, 1966
10. Memo to Dean Williams re: Vietnam Day Committee, August 15, 1969
11. Toasts from ASUC presidents to Arleigh and Ruthie at Retirement Dinner, 1976



Honors and Awards

Phi Delta Kappa--Education Honor Society  
Sigma Alpha--Physical Education Honor Society  
Andy Smith Scholarship  
Jake Gimbel Award  
Order of the Golden Bear  
Captain Football Team--1934  
Big C Society  
Permanent President, Class of 1935  
Berkeley Citation, 1976  
Wheeler Oak Meritorious Award, 1986





October 1, 1964

MEMORANDUM TO: Chancellor E. W. Strong

RE: Individual Student Violations of the University Policy  
on the Use of FacilitiesMario Robert Savio:

On Monday; September 28, Mr. Savio addressed a pre-announced (Daily Californian, September 28, 1964) and unauthorized student rally at the oak tree in line with Sather Gate and within the broad areas of Dwinelle Plaza. His apparent purpose was to urge students to join in picketing the University meeting (11 - 12 a.m.) which was in progress in the Student Center Plaza.

I talked with him during the rally and at a time when he was not speaking to the group. He was informed by me that this rally and his conduct were in violation of the University Policy on the Use of Facilities. In addition, I told him that I had no alternative but to initiate disciplinary procedures against him and that if a student organization was involved that the disciplinary authority of the University would be invoked against the organization. I stated that individual students were free to picket as long as they did not interfere with or disrupt a University exercise. I urged him to listen to your statement of clarification relative to the privileges of student organizations, and I informed him that you were going to make this statement at the University Meeting then in progress. He replied that he was aware that he was in violation of University rules and that he as well as others had violated the University policy during the week. Further, he emphasized that he couldn't stop the plan to picket the University Meeting. Again, I informed him that he was in violation of the Use of Facilities policy and that I would have to initiate disciplinary action against him.

In my conversation with Mr. Savio on Tuesday afternoon, September 29, 1964, he acknowledged his conduct as reported above. He explained his actions in terms of his conviction that University policy violates the guarantees to free speech and equal protection under the law contained in the spirit of the first and fourteenth amendments of the Constitution of the United States. He stated his belief that any person, student or non-student, inherently possesses the right to speak on any subject (other than ~~violating~~ *advocating* the violent overthrow of the Government)

Memorandum to: Chancellor E. W. Strong  
October 1, 1964  
Page two

at any time and at any place upon the campus, and that both groups or individuals (student or non-student) have the right to set up tables in designated areas to collect money, to solicit membership, to advocate any position or course of action, and to distribute literature. This reasoning prompted him to be a leader of the unauthorized rally and to take an active part in exhorting the listeners at the meeting to join a picket line and march upon the University Meeting. Further, purposefully and admittedly in violation of University policy, he set up a table at Sather Gate in the afternoon of September 29, 1964, on behalf of S.N.C.C. for the purpose of demonstrating his belief in the rights of students and non-students.

Mr. Savio identified the "principle of double effect" as further justification for his actions. This principle appears to state that when one is seeking an end which is morally sound (quite apart from its legality or illegality), the selection of the means employed must be governed by the judgment that the probable good effects outweigh the potential bad effects which are inherent to the method under consideration. In his judgment, his actions had satisfied fully this philosophical requirement.

On Wednesday afternoon, September 30, 1964, Mr. Savio brought three hundred or more students to see me in my office. I met him and them at the entrance door of the Dean of Students' Office. He identified himself as the spokesman for the group and described their purposes, i.e., that they knew of several students who had been directed to make an appointment with me for violating the University Policy on Use of Facilities and that each person with him acknowledged violation of the same policy and was desirous of making a similar appointment. My first response was to request five students who had been observed violating University regulations (Elizabeth Gardner, Mark Bravo, David Goines, Donald Hatch, and Brian Turner) to go into the Dean of Students' Office and talk with Dean Murphy and Dean Van Houten about their conduct. This request was not accepted by Mr. Savio, the specific students noted or by the group in general. Savio again spoke for them. He indicated that I misunderstood apparently his statement of position. He repeated it and suggested clearly that I would have to talk with each member of the group if I wanted to talk with any of them.

I repeated the direction to the five students named, and then informed the group that it would be impossible to talk to all of them at that time. I requested each to leave his name with me if he wished to do so, and I stated that I would determine if and when appointments would be made for them. I informed the group that I was concerned only with observed violations. I reminded them that upon the request of students, arrangements were made to meet with the leaders of each

Memorandum to: Chancellor E. W. Strong  
 October 1, 1964  
 Page three

organization actively involved in the protest, that the advisors of each organization had been urged by us to attend this meeting, and that the meeting was scheduled for 4:00 p.m. this date. I declared that we wished to hold this meeting, but that we would not conduct it unless it could be held in an environment conducive to good exchange of statements. I concluded my remarks with the request to them to leave the building.

Mr. Savio responded

- 1) that equal protection under the laws was at stake;
- 2) that the group was prepared to leave only if I would guarantee that the same disciplinary action would follow for each person in this group; and,
- 3) without such assurances he would urge everyone to remain right where they were.

I spoke again and told them that I would not make such guarantees, that I was committed to support University policies and that I had every intention of doing so. To the best of my recollection I believe that I told them again about the scheduled meeting of student leaders and their advisors and of my hope that this meeting could be held. I asked them again to leave the building because they were interfering with the ability of neighboring offices to continue their University work.

At the termination of my remarks Mr. Savio organized the sit down.

At approximately 4:05 p.m. I approached the group again and requested Elizabeth Gardner, Mark Bravo, David Goines, Donald Hatch, Brian Turner, Sandor Fuchs, Art Goldberg, and Mario Savio to see me as each was involved in a personal disciplinary problem. Further, I announced that the scheduled meeting of the presidents and advisors of the groups was cancelled. I should note that none of the students listed above responded to my request to see them.

Arthur Lee Goldberg:

On Monday, September 28, Mr. Goldberg addressed a pre-announced (Daily Californian, September 28, 1964) and unauthorized student rally at the oak tree in line with Sather Gate and within the broad areas of Dwinelle Plaza. His apparent purpose was to urge students to join in picketing the University meeting (11 - 12 a.m.) which was in progress in the Student Center Plaza.

Memorandum to: Chancellor E. W. Strong  
October 1, 1964  
Page four

I talked with him during the rally and at a time when he was not speaking to the group. He was informed by me that this rally and his conduct were in violation of the University Policy on the Use of Facilities. In addition, I told him that I had no alternative but to initiate disciplinary procedures against him and that if a student organization was involved that the disciplinary authority of the University would be invoked against the organization. I stated that individual students were free to picket as long as they did not interfere with or disrupt a University exercise. I urged him to listen to your statement of clarification relative to the privileges of student organizations, and I informed him that you were going to make this statement at the University Meeting then in progress. He replied that he was aware that he was in violation of University regulations but that he could not stop the plan to picket the University Meeting. I informed him that I would initiate disciplinary action against him. He asked if the pickets could go into the area where the program was being held. I responded that they could not because this would be considered as interfering with a University exercise. After this exchange I repeated that I would initiate disciplinary action against him.

In my conversation with Mr. Goldberg on Wednesday, September 30, 1964, he would not verify that he had acknowledged to me on the preceding Monday his awareness of the fact that he was in violation of the University's policy on the Use of Facilities. At this time he opined that a controversy existed about the interpretation of the rule, and that the accurate interpretation would have to be defined by the courts. He did, however, admit the fact that I told him that he was in violation of the Use of Facilities policy, and he did acknowledge that I expressed the University's interpretation of the policy. He emphasized that I had not read a law to him, and that I gave him a verbal statement only. He argued that my statement to him was hearsay and that it required him to accept the word of an authority figure of the University. He did admit that I explained the policy on pickets, and that I stated that pickets could not interfere with University exercises. He affirmed that he asked if the pickets could go into the audience attending the University meeting and that I said they could not because such action would be construed as a violation of the picket policy. I did tell him that pickets could stand on the outer perimeter of the audience.

He classified himself as one of the leaders who organized and planned the announced and unauthorized rally, and he verified that he played a very active role as a leader in the meeting and the picketing. He spoke at the rally and he was observed by Deans Van Houten and Murphy and Lt. Chandler of U.C.P.D. as one of the apparent directing forces of the pickets. Further, Dean Van Houten and Lt. Chandler watched him as he directed the picket line into areas he was told they could not go, and

Memorandum to: Chancellor E. W. Strong  
 October 1, 1964  
 Page five

it appeared to Dean Van Houten that he was involved in turning the picket lines down the aisles. Goldberg claimed he could not control the pickets, that their actions were spontaneous, but at no time did he attempt to control them other than getting them to positions he seemed to desire.

As the leader of Slate, he verified to me in my interview of him that he played an active role in setting up tables upon campus. These tables were in evidence during the last three days. They were not authorized by the Dean of Students Office. Slate Supplements were being sold at the tables, and they were soliciting membership lists. He believes that it is questionable whether he is in violation of the Use of Facilities policy and he charges that this issue cannot be settled until the courts decide whether or not the specific policy violates the first amendment of the Constitution of the United States.

At this writing he is active in the Sproul Hall "sit down."

Sandor Carl Fuchs

At approximately 10:40 a.m. on September 29, 1964, Frank Miller, Business and Finance Officer of the Berkeley Campus, and I approached a student sitting at the table on the south side of the east pillar of Sather Gate. I introduced myself to the student and asked him if he had a permit for the table at which Slate Supplements were being sold. He stated that he did not have such a permit. I asked him if it was his table, and he responded that it was not his table, but that it was a Slate table. I explained to him that he was in violation of the University Policy on the Use of Facilities and that he had to remove the table from the area. He was informed that if he did not respond to my order that I would be forced to initiate action against him as an individual and that if an organization was involved that I would have to initiate action against the organization. I asked him for his registration card. He presented the card to me and the card identified him as Sandor Fuchs. I repeated the information stated above and I asked him if he understood that I had stated this to him. He acknowledged that my statement had been made to him, that he was in disagreement with the rule, and that he refused to remove the table, and its materials. I re-emphasized that he was in violation of the University Policy on the Use of Facilities, and that I would initiate disciplinary action against him.

Mr. Fuchs made an appointment at my request to see me at 4:00 p.m. on Tuesday, September 29, 1964. He did not keep the appointment.

At approximately 4:05 p.m. on Wednesday, September 30, 1964, I announced to the Sproul Hall "sit-in" which Fuchs is participating in that I wanted to see him that day. Again, he did not respond to my request.

Memorandum to: Chancellor E. W. Strong  
 October 1, 1964  
 Page six

Brian James Turner:

At approximately 12:30 p.m., September 30, 1964, Dean George Murphy and Dean Peter Van Houten identified themselves to a young man who acknowledged that he was manning a table for the S.N.C.C. at Sather Gate. They asked him if he possessed a permit for the table and he responded that the group had sought such a permit but it had been denied. They informed him that his conduct was in violation of University regulations, that the table must be removed, and that his failure to do so would subject him and any group he was authorized to represent to disciplinary action. He indicated that he understood this but he chose to remain where he was.

He was asked to show his registration card. He stated that he had left it at home, but he gave his name as Brian Turner. During this sequence of events, he sought and secured the advice of Mario Savio, who appeared to be directing the effort. Following Turner's identification of himself, Savio announced to Deans Murphy and Van Houten (and the assembled group) that the table was now being manned by someone else.

Mr. Turner was told that he was to see me not later than 3:00 p.m. this date.

At 3:00 p.m. Mr. Turner was involved in the Sproul Hall "sit in." I requested him to go into the Office of the Dean of Students and talk with Deans Murphy and Van Houten. Again at 4:05 p.m. I made the same request but he did not respond to my requests.

Donald G. Hatch:

Deans Murphy and Van Houten spoke with the student later identified as Mr. Hatch immediately following their dialogue with Turner (Wednesday, September 30, at approximately 12:30 p.m.). They followed the same procedure as outlined above and received the same responses. Hatch also claimed to have left his registration card at home and identified himself verbally. He too was directed to report to the Office for an appointment by 3:00 p.m. that same day.

As with Turner, I repeated my need to see Hatch during the Sproul Hall "sit in" on at least three occasions without affirmative response.

David L. Goines:

On Wednesday, September 30, at approximately 2:00 p.m., Deans Murphy and Van Houten returned to the Sather Gate area and approached the table identified as representing Slate. The same dialogue followed with the young man there present with the same results. Upon request,

Memorandum to: Chancellor E. W. Strong  
October 1, 1964  
Page seven

however, the student produced his registration card showing him to be David L. Goines. He was directed to report to the Office by 3:00 p.m.

The same sequence was repeated in my confrontation with the Sproul Hall "sit in" with identical results.


Elizabeth C. Gardner:

Deans Murphy and Van Houten proceeded next (Wednesday afternoon) to the table of the Young Socialists Alliance. The already-detailed dialogue ensued. When asked to do so, the young woman manning the table showed her registration card and was identified as Elizabeth Gardner (her maiden name as she has not registered her married name with the University). She too was directed to report by 3:00 p.m. I have indicated above what followed.

Mark Bravo:

Deans Murphy and Van Houten next addressed the person on duty at the S.N.C.C. table in the same fashion. He reported having left his registration card at home but verbally identified himself as Mark Bravo. The same procedure earlier detailed was followed with identical results.

I support indefinite suspension for each student listed above.

  
Arleigh Williams  
Dean of Men

AW:js





July 22, 1964

MEMORANDUM TO RECORDS:

Re: Meeting in Dean of Students Office re bicycles, bongo drums, etc.

People present were: Betty Neely, Arleigh Williams, Captain Woodward, Lieutenant Chandler, Dick Hafner, and me.

Item 1: Bicycles -- After reviewing the bicycle dilemma, we agreed that

- 1) We will apply the City of Berkeley bicycle ordinance, including licencing, to the campus;
- 2) Bikes will be allowed only on roads provided for regular vehicular traffic;
- 3) There will be parking only in designated areas;
- 4) The police will impound guilty bikes (mis-parked, unlicensed, etc.)

Item 2: Noise-Bongo drums -- The problem of bongo drums and other noise making in the area of Ludwig's Fountain was discussed. We agreed that we already had rules, when so enforced, would resolve the problem.

Item 3: Area by Bancroft and Telegraph -- We noted that the area outside the posts at Bancroft and Telegraph was being mis-used according to University policy and that we could not turn our heads. We will continue to discuss this item on our Wednesday, July 29, meeting.

ACS:jh



Address by  
Clark Kerr, President, University of California  
at  
Charter Day ceremonies, Davis Campus  
May 5, 1964

THE UNIVERSITY: CIVIL RIGHTS AND CIVIC RESPONSIBILITIES

The United States of America is engaged today in what future historians will undoubtedly call a period of profound social change; in a struggle to bring to complete reality the great American ideal of freedom and equality for all American citizens, in a renewed attack against the forces of fear and ignorance that have kept the promise unfulfilled for some American citizens for more than one hundred years. The realization of this ideal will be one of the great victories for the human spirit, and it now seems certain that destiny has given to our generation the grave opportunity to witness and to contribute to this historic victory.

The University of California, as an integral part of the society it serves, is devoted to the fulfillment of this American dream. The University is also devoted to much else that is central to the proper conduct of a nation conceived in the spirit of justice and freedom and dedicated to the propriety of means as well as to the desirability of ends. I should like to speak briefly today of the University's contributions both to the achievement of this dream of equality and to the support of methods worthy of the dream itself.

The University of California has stood for nearly a century as a great portal to equality of opportunity in this State--a portal open to all able young people. Many thousands of students to whom other doors were closed have walked through that portal to make their contributions to the nation--including the first American Negro to win the Nobel Prize and the first great Negro athlete to break the color bar in professional sports.

May 5, 1964

Throughout its history, the University has supported policies and programs which contribute to equality of opportunity.

We admit students from all segments of society and from all areas of the world, our sole concern being for their past achievements and their future promise.

We select faculty and employees on the basis of demonstrated capacity to perform, and we work with the State Fair Employment Practices Commission to assure that these policies are not subverted in practice at any level. Our staff presently includes a somewhat higher proportion of minority group members than the proportion of these minorities in the total population.

We refuse to make our Housing Office facilities available to landlords who discriminate.

We deny our athletic facilities to colleges or universities whose teams are segregated.

We have served notice that no student organization, however closely or historically connected with the University, can use the name or the facilities of the University after September 1, 1964, unless it has eliminated discriminatory requirements in the selection of its members.

We have sponsored research by many faculty members in many fields on the effects of segregation and the problems of integration.

We have sponsored conferences on nearly all aspects of integration in nearly all parts of the State.

We have undertaken a program to identify academically promising high school students from disadvantaged backgrounds and to help them qualify for a university education.

The University of California has conducted its own affairs in the conviction that "all men are created equal" and has sought by example and by idea

May 5, 1964

to share that conviction with the society we serve.

It is a fact of history, however regrettable, that social change is often accompanied by tensions and frictions which occasionally erupt into civil disturbances. Some of the controversies of this current period of social change have given rise to questions about the University's position, both institutionally and in relation to the actions of a few citizens who happen also to be University students, faculty members, or employees. This is perhaps an opportune time for me to state again the position of the University.

First and foremost, the University is fully and inalterably committed to the principles of democratic government upon which this nation was founded, among which is the rule of law. Only under a rule of law can all citizens be assured full rights and liberties, or redress when those rights or liberties are denied. Respect for the law of the land is imperative to the survival of democratic government. Those who deliberately violate a specific law, to test it or to call public attention to what they believe to be an injustice, must be prepared to accept the lawful consequences of their actions, which consequences may follow them for much of their lives, and they bear the very heavy moral responsibility of determining that there is no other effective recourse within the body of law and that the cause of justice which they seek to serve outweighs the exceedingly grave consequences of an act which weakens the total fabric of the law. Those individuals who enter into such an act may be paying merely lip service to democratic ideals while in actuality serving the cause of anarchy or some other cause.

The University of California assumes responsibility for the preservation of law and order upon its campuses. The University deplores disrespect for the law on the part of any citizens, whatever their organizational ties.

May 5, 1964

It has recently been suggested that the University should also assume responsibility for the off-campus actions of individual students by expelling those who are arrested or convicted for illegal kinds of participation in civil rights demonstrations. I should like to state briefly why I believe this proposal to be both impractical and improper.

The University now has a total enrollment of more than 60,000 students on seven different campuses, soon the figure will exceed 100,000 on nine campuses. The University must and will maintain academic and campus discipline among this huge number of students. But we cannot possibly maintain surveillance over the off-campus actions of more than 60,000 students, even if we wanted to do so, in their home towns, in their home states, their home countries, or whatever parts of the state or the world they may visit in their roles as individual citizens.

But there are more important considerations. A rule which arbitrarily provides for expulsion after a given number of arrests or convictions could work grave inequities. Let me indicate a few of the questions which would immediately arise. What about arrests culminating in acquittals? What about cases in which some participants in mass demonstrations are acquitted and others convicted by different juries. What about convictions in which the judge suspends the sentence because of mitigating circumstances? What about convictions in Southern states where local laws are much more restrictive? What about convictions which are appealed to higher courts? And, of course, what about arrests for a broad spectrum of other types of offenses, ranging from felonies to traffic violations to over-indulgence in Big Game fervor?

The American judicial system provides that persons shall not be tried twice, and sentenced twice, for the same offense. A single court conducts the

May 5, 1964

case and imposes a single sentence. The court does not rule that a violator shall be barred from further use of tax-supported institutions -- schools, postal service, highway system, public parks -- nor are these public entities expected to take official note of and impose additional penalties upon violators. I see no reason today to depart from these traditional American principles of law and jurisprudence by having the University impose a second trial or a second penalty. A citizen, who is not also a student, would have no such second trial or second penalty. It would be manifestly unfair to treat the citizen who is also a student differently from the citizen who is not also a student.

There are still other principles at stake. The American society is a pluralistic society, with many centers of power and many sets of rules and relationships and many spheres of action and concern. The emergence of a pluralistic rather than a monolithic form of society in the United States was no happenstance, rather, it was the inevitable concomitant of our belief in democratic government and the importance of the individual. Many different centers of power will prevent any one center, particularly the state, from becoming all-powerful. Many different organizations, each with limited relationships to its members, will prevent any one organization from dominating the life of the individual.

Just as there are many separate organizations in a democratic society, so also the individual has many separate relationships to these organizations. He may be at one and the same time the member of a family, a student in a university, a participant in a church, an employee of a business, and a citizen of the state; and in each of these relationships he will have certain rights and responsibilities. The relationship to the family is inherently different

from that to the university or to the state. The relationship to the university is as a student, subject to the rules of the university and proper performance within the university; to the state as a citizen subject to the laws of the state. The university can no more act as though it were the state, than the state can act as though it were the university. We have a system based upon separation of powers, not only within the public, but also within the private spheres of action, and between public and private spheres. The university relates to its students as students. It is not also the family, or the church, or the state. This is the most basic consideration of all.

I say again as I have said before that the activities of students acting as private citizens off-campus on non-University matters are outside the sphere of the University. (1) The student is an individual and his individuality should be respected by the University. The University should seek to govern him and discipline him only in areas of direct University concern. (2) The student is also an independent citizen. As student, the University assumes certain responsibilities for his proper conduct. As citizen, the state assumes certain responsibilities. (3) The punishment, for students and citizens, should fit the crime. One punishment, not two, should fit one crime. A citizen because he is a student should not be penalized more than his fellow citizen who is not a student. There should be equal treatment under the law.

There is another side to this coin. Just as the University cannot and should not follow the student into his family life or his church life or his activities as a citizen off the campus, so also the students, individually or collectively, should not and cannot take the name of the university with them as they move into religious or political or other non-university activities; nor should they or can they use university facilities in connection with such affairs. The University has resisted and will continue to resist such efforts



May 5, 1964

by students, just as it has resisted and will continue to resist the suggestions of others that the University take on some of the functions of the state. The University is an independent educational institution. It is not a partisan political or sectarian religious institution; nor is it an enforcement arm of the state. It will not accede to pressures for either form of exploitation of its name, its facilities, its authority. The University will not allow students or others connected with it to use it to further their non-university political or social or religious causes nor will it allow those outside the University to use it for non-university purposes. The University will remain what it always has been -- a University devoted to instruction, research and public service wherever knowledge can serve society.

In conclusion, may I say that the University of California does share, in its instructional functions, along with other educational institutions, with churches, with families, a deep responsibility to help equip our students with the training, the knowledge, and the understanding to care wisely and effectively about the future of our free society. In meeting this responsibility, the University supports the powers of persuasion as against the use of force, the application of decent means to decent ends, the constructive act as against the destructive blow, respect for the rights of others, opposition to passion and hate, the reasoned argument as against the simplistic slogan, enlightenment in place of blind prejudice and ignorance. Only thus, by supporting means worthy of the ideals of our American society, can the University of California best help to bring to reality in the urgent present the ageless vision "that all men are created equal"; can it also best serve a society based on "the consent of the governed."

# # # # #



1989 typewritten copy of Arleigh Williams's handwritten memo to Chancellor Edward Strong, Fall 1964 (Handwritten original attached)

---

Memorandum To: Chancellor Edward N. Strong

(Re: Hevman Comm.)

This is in response to your request for suggestions answering your statement to the Regents about the "Report of the Ad Hoc Committee on Student Conduct." I offer these thoughts with the hope that they may be of some use to you in your preparation of your stand. In addition, I am taking the liberty of adding other comments which I consider to be related to the problem as a whole. Thereto, I am hopeful that these ideas may have some bearing upon your action which will enable us to restore and maintain an order and authority which will enhance the teaching, research and learning function of the University and its students.

1. Recommendations of the Ad Hoc Committee on Student Conduct:

I do not agree with the reasoning of the Ad Hoc Committee or with the recommendations for penalties. In general, however, I think that the report has to be accepted but not without modifications. I argue for general acceptance on the principle that the Ad Hoc Committee acted as our "court of law" and in this capacity the Committee and only the Committee heard all facts, weighed all facts, and then made conclusions which they considered to be equitable for the students and the University. The failure to accept the report will bring charges of administrative abrogation of Academic Senate involvement, willful disregard of due process procedures, charges of unreasonableness, capriciousness, vindictiveness, and I believe that you will be placed in an untenable relationship with the faculty.

On the other hand, I hold the belief that general acceptance of the report with modifications can strengthen your position, assist you in maintaining your own integrity as well as that of the University, and that modifications can provide penalties which in words may seem mild but in fact have much power. Therefore, I submit for consideration that Messrs. Bravo, Goines, Fuchs, Hatch and Turner and Mrs. Stapleton in addition to the recommendation of the Ad Hoc Committee should be placed upon probation for the remainder of the 1964-65 academic year. The specification of the probation should require them to abide by all rules and regulations of the University, and failure to do so would subject them to a hearing by the Faculty Committee on Student Conduct and possible dismissal from the University. Further, I submit for consideration that Messrs. Goldberg and Savio in addition to the recommendation of the Ad Hoc Committee should be officially censured and placed upon probation for the remainder of the 1964-65 academic year, and that the terms of their probation should be identical to that specified for the other students.

2. Support of modifications of Ad Hoc Committee Recommendations

I do not question or suggest that the Committee was motivated in any way other than to arrive at just conclusions, but I cannot comprehend the reasoning. They concluded that it was constant and clear that the students violated regulations and interpretations of regulations. They also concluded that the students were motivated by high principle, and that this motivation could influence the severity of the punishment recommended although the motivation could not dissolve the violations. They were critical of the administrative procedures we followed; however, they were sympathetic to the menacing context of events. Because of these facts, I can only hazard a guess that the legalistic nature of the case had a profound influence upon the conclusions reached by the Committee. If my assumption or guess is anywhere near the truth, then I can conclude that much weight was given to the lack of legalistic exactness of my presentation. If this is so, I must advance the argument that the legalistic

procedure is antithetical to our function in the area of student conduct, and, therefore, and in view of established conclusions, we are well within appropriate boundaries to make prudent and reasonable modifications of the recommendations.

Under no circumstances will the modifications compromise action against any of the eight suspended students for violations perpetrated by them subsequent to September 30, 1964. I agree with your reasoning that the meaning of indefinite suspension is a strict synonym for dismissal, but I urge that you consider defining the penalty used to separate these students from the University as a "suspension" rather than a "dismissal." I'm inclined to believe that such a definition (suspension) will provide more stability for our presentation of any case that may come before the Faculty Committee on Student Conduct. Suspension implies that the student may return to the University, but, whereas, practice does provide evidence that students who have been dismissed return to the University, the definition of the penalty presumes that the student who is dismissed will not return to the University. This suggestion may be moot, but I raise it because I think we should make every effort to prevent any argument against jurisdiction of the Faculty Committee on Student Conduct. The literal meaning of indefinite suspension may lend more support to an argument that we didn't relinquish all concern and responsibility for these students.

3. Requirements of the Students Before Lifting Suspensions:

I do not believe, and Dean Towle shares this belief, that the refusal of a student to respond to a call to come to our office will abrogate the authority of the office of the Dean of Students. We have available to us certain administrative procedures, e.g., the power to lapse the status of a student or the placement of an administrative block against his future registration, which enable us to handle this kind of contingency with dispatch and effectiveness. If these students are placed upon a probation with the specification that they must abide by all rules and regulations of the University we will have this problem more than well under control. The terms of the probation will be sufficient to place them on notice that they are subject to disciplinary action for any arbitrary disregard of rules, regulations or official notices. For these reasons I urge that we do not require them to come to the office of the Dean of Students to sign a written statement as evidence that they have acknowledged their responsibility to abide by all rules and regulations.

4. Action on Violations Subsequent to September 30, 1964:

Mr. John Landon, Associate Regents Counsel, has the pertinent data relevant to violations of three of the eight suspended students. He is analyzing these data, and he is in the process of interviewing individuals who witnessed the events indicated in the report given to him. He will not be able to complete this analysis and investigation of the stability of facts until next week. I don't believe that we are in a position at this moment to make any valid comment about pressing criminal charges against any of the students, and I am not able to make any cogent comments about facts of violations which may be presented to the Faculty Committee on Student Conduct.

## 5. Legalistic Procedures:

I am very much concerned about the longrange implications of legalistic procedures in conduct cases. It is true that we have had only two cases in the last five years where legal counsel represented students during the Faculty Committee on Student Conduct hearings. In one case, the legal advocate was of benefit both to the student and the Committee. In the other case, the adversary concept prevailed for the most part. The case before the Ad Hoc Committee was the third time legal counsel represented students, and this hearing, in my estimation, was highly legalistic. In view of the student climate of the present I am inclined to believe that we will have more frequent demands for legal representaion. I am not prepared to make a judgment whether legal counsel should be denied, but I am prepared to argue that our conduct committee should not become a "court of law" or a jury. I believe that we must dissect this issue at the earliest possible moment. I think we must protect the right of the University to conduct its own business of judgment, and I think that we must set a policy now if we want to prevent the office of the Dean of Students from becoming so conscious of legal procedures and pitfalls that it will soon forget that it has a duty and responsibility to work to help students as human beings. In reference to the student, we must provide, establish, and maintain equity in all cases. In reference to the Conduct Committee, we must provide, establish and maintain its integrity.

## 6. Rules and Regulations:

These are our fundamental guideposts. They have been bent somewhat during the last seven weeks, and the bending process has created much instability. We must provide a constant reality for students. If we do not, we contribute to confusion, charges of inconsistency, and we fail students because we indicate we do not know where we stand. Admittedly, I'm speaking in platitudes, but I'm confident that these generalities do not need to be specific in order to emphasize my concerns. We appear to be in the process of changing our rules. I approve of change when it is appropriate, but I hope change will not come just for the sake of change, but that it will result only if we know that it is right, defensible, and that we are willing to defend it without vacillation.

A.W.





later for the... of the... in... year...  
... of the... should... them...  
... of the... and... by the...  
... and possible...

The University. Further, I... for...  
... in addition to the...  
... upon...  
... the 1964-65...  
... that the...  
... specified for...

... of modifications...  
... that...  
... at just...  
... that...  
... they...  
... of the...  
... would...

... they were sympathetic to...  
... of these...  
... that the...  
... upon the...  
... of my...  
... that such...  
... of my...  
... the...  
... to see...  
... we are well...  
... to make...  
... the...

... will the...  
... suspended...  
... to September...  
... 1964. I agree...  
... for...  
... to separate...  
... rather...  
... that such a...  
... for our...  
... in...  
... that the student may return to...



the University, whereas if it is done properly, it provides evidence of  
 students who have been determined to return to the University  
 the definition of the penalty, presumably that the student  
 return to the University. The suspension may be  
 imposed because it is not possible to make any  
 present any argument against suspension. The  
 Committee, Student Conduct. The literal meaning of  
 suspension may be an argument to an argument  
 didn't you mind all conduct and responsibility for  
 students.

3. Requirements of Student Representation in Proceedings.  
 I do not believe, and have to make clear this belief, the  
 refusal of a student to respond to a call to come to a  
 will also get the attention of the University. We have  
 available to us, under administrative pro-  
 e.g., the power to report the status of a student on the  
 you administration. I don't think it is fair to  
 which are in a position to be placed upon  
 balance with the explanation that they must be  
 rules and regulations of the University, we will  
 problem will be solved. Control. The terms of the pro-  
 will be sufficient to place him in a position that he  
 subject to accepting any action for an arbitrary de-  
 quency, which is a matter. For it  
 Bureau that we do not require them to come to the off-  
 require students to sign a written statement as evi-  
 that they have acknowledged their responsibility to  
 rules and regulations.

4. Action on Violations Subsequent to September 20, 1964:  
 The Judicial Committee, Assisted Regents' Council, has the  
 data relevant to violations of three of the eight suspen-  
 He is analyzing these data, and he is in the process  
 of interviewing individuals who witnessed the con-  
 on the spot given to him. He will not be able to  
 this an eyes and ears report of the stability of a  
 next week. I don't believe that we are in a position  
 moment to make any judgment about pro-  
 changes against any students, and I am not  
 make any cogent comments about facts of vio-  
 which may be presented to the Faculty Con. will  
 Student Conduct.

5. Requested Procedures:  
 I'm very much concerned about the long  
 of cases, particularly in conduct cases. It  
 that we have had only two cases in the last  
 which we have reminded students about

F  
 22  
 7  
 10  
 11  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21  
 22  
 23  
 24  
 25  
 26  
 27  
 28  
 29  
 30  
 31  
 32  
 33  
 34  
 35  
 36  
 37  
 38  
 39  
 40  
 41  
 42  
 43  
 44  
 45  
 46  
 47  
 48  
 49  
 50  
 51  
 52  
 53  
 54  
 55  
 56  
 57  
 58  
 59  
 60  
 61  
 62  
 63  
 64  
 65  
 66  
 67  
 68  
 69  
 70  
 71  
 72  
 73  
 74  
 75  
 76  
 77  
 78  
 79  
 80  
 81  
 82  
 83  
 84  
 85  
 86  
 87  
 88  
 89  
 90  
 91  
 92  
 93  
 94  
 95  
 96  
 97  
 98  
 99  
 100

...ally, however, the ... hearing, ... the  
... was of benefit back to the student and the Committee.  
... the other side, the adversary concept prevailed for the most  
... it. The same before the Ad Hoc Committee was the third time  
... legal counsel represented students and this hearing, in my  
... opinion, was highly legislated. In view of the student  
... to ... that we will have  
... repaired to make a judgment which legal counsel should  
... denied, but I am prepared to argue that per conduct  
... committee should not become a "court of law". I believe  
... but we must assert this issue at the earliest possible  
... moment. I think we must protect the right of the University  
... to conduct its own business of judgment and I think  
... that we must set a precedent if we want to prevent the  
... fear of the fear of students from becoming so conscious of legal  
... procedures and all falls that we will soon forget that it has  
... duty and responsibility to work to help students as human  
... beings. <sup>In reference to the student</sup> We must provide for established and maintain  
... equality in all cases. In reference to the conduct committee  
... its purpose, establish and maintain its integrity.  
... rules and regulations:

There are our former ... They have been  
... the last ... weeks, and the  
... heading process has ... must instill. We  
... must provide a constant reality for students. If  
... we do not, we contribute to ... charges given  
... and we fail <sup>to</sup> ... where we stand. ... speaking in  
... substitutes, but I am confident that these generalities  
... do not need to be specific in order to emphasize my  
... concerns. We appear to be in the process of changing our  
... rules. I appreciate change when it is appropriate, but  
... a top change will not come just for the sake of change,  
... but that it will come only if we know that it is  
... right, defensible, and that we are willing to defend  
... it without vacillation.

G. W.

UNIVERSITY-WIDE POLICIES RELATING TO STUDENT CONDUCT,  
STUDENT ORGANIZATIONS AND USE OF UNIVERSITY FACILITIES

Preamble

The primary purposes of the University are teaching and the discovery and dissemination of knowledge. The fulfillment of these purposes requires freedom of discussion and inquiry. In turn, the exercise of academic freedom entails responsibility for the maintenance of the values and orderly processes of the academic community that sustains this freedom.

The following policies are designed to subserve the University's commitment to freedom with responsibility.

Section I. General Provisions

1. These University-wide policies supersede all policies set forth in the publication, University of California Policies Relating to Students and Student Organizations, issued in September, 1963, and modifications thereof adopted by The Regents on November 20 and December 18, 1964, except:

(1) The policy on academic freedom revised June 15, 1944;

(2) The policy on non-discrimination in athletics issued February 9, 1962, as revised; and

(3) Paragraph 5 and the provisions of Paragraph 6 relating thereto, of the policy concerning non-discrimination by student organizations and in approved student housing revised September 1, 1961.

2. These University-wide policies apply to all campuses of the University. They are intended as the guiding framework for implementing regulations and codes, reflecting local conditions, to be issued by Chancellors.

3. Chancellors should avail themselves of all appropriate student, faculty and administrative advice in framing these implementing regulations and codes, and should establish consultative mechanisms on their respective campuses for their orderly review, interpretation and amendment.

4. The President shall insure that implementing campus regulations are consistent as concerns the University's general affirmation of its respect for the constitutionally guaranteed liberties of its members and as concerns the University's overall interests and responsibilities.

5. For purposes of implementing regulations, a student should normally be defined as one who is currently enrolled at a campus of the University of California, and who has paid his incidental or summer session fee for the current term.

## Section II. General Standard of Conduct

1. In keeping with the principle of freedom with responsibility, the University does not attempt to govern the behaviors and attitudes of its members by formal regulation other than may be necessary to preserve its integrity as an institution dedicated to impartial scholarship and learning. It is concerned, however, that they observe an obligation to comport themselves in a manner compatible with the primacy of scholarly pursuits in an academic community, and with the maintenance of an intellectual and humane environment appropriate to these pursuits. It is particularly concerned that they recognize a particular responsibility to respect the rights and privileges of others, and to tolerate diverse viewpoints.

2. Students enrolling in the University assume an obligation to observe this standard.

3. Student organizations, similarly, assume an obligation to observe this standard, and all members of such organizations bear collective responsibility for its maintenance.

4. Chancellors, in consultation with the faculties and students of their respective campuses, should establish such codes of conduct, or regulations, as may be necessary in the light of local conditions to render this standard more explicit.

5. The academic communities of the respective campuses, through such consultative mechanisms as may be established by Chancellors, have responsibility for insuring maintenance of this standard.

### Section III. Speech, Political Activity and Student Organizations

1. The University respects the constitutionally guaranteed liberties of its members.

2. The University recognizes student political activity as having intrinsic educational value, and as complementing the University's scholarly functions in fostering the development of a mature and responsible citizenry.

3. To these ends, the University accords to all its members the rights of free expression and advocacy, subject to their being exercised in accordance with the University's general standard of conduct, and subject to regulations adopted locally by Chancellors, on behalf of the respective academic communities, to obviate obstruction of University teaching, research, administrative or other activities.

4. Such regulations should provide for orderly and fair procedures, and the preservation of the University's legitimate community interests, as concerns the time, place and manner of exercising speech and political activity on campus, and including procedures governing the presentation of non-University speakers.

5. The University has no desire to concern itself with speech and political activity off-campus.

### Section IV. Student Organizations

1. The University recognizes that student organizations contribute importantly to the cultural, educational, religious, political, social and athletic life of the University community.

2. Chancellors, on behalf of their respective academic communities, and using appropriate consultative procedures, should develop local criteria

for the approval of student organizations including such matters as membership, registration procedures, advisers, conduct, and use of the University name, and should adopt local regulations for their observance.

3. Such local regulations should take particular cognizance of the University's policy that fraternities, sororities, student living groups and honorary and professional societies which receive University privileges, assistance or supervision have a membership policy which permits student members to choose new members without regard to race, religion or national origin.

#### Section V. Student Government

1. Student governments are recognized as an essential component of the University community. One of the principal aims of student government is to educate students to become self-directing and to develop into responsible citizens; another is to develop the extra-curricular, intellectual, cultural, political, social and recreational life of the campus community, specially as it affects students themselves. A third aim is to provide a strong channel of influence and communication between students, faculty and administration. The criterion for granting authority to student government shall be the disposition of students to accept responsibility commensurate with the authority granted them.

2. Student governments, with compulsory membership, may act only in reference to University-related issues.

3. Chancellors have the primary responsibility for the conduct of student affairs on their respective campuses. They are responsible to the President and Board of Regents for the fiscal soundness of student government. In the discharge of this responsibility, Chancellors may make audits of finances of student governments, and exercise control over expenditures of their funds when and to the extent necessary to maintain financial solvency

of student governments, and, where necessary, may take action to the end that any revenue-producing facilities under control of the student governments are operated in accordance with sound business practices.

#### Section VI. Use of University Facilities

1. The University recognizes the valuable contribution of certain types of extra-curricular activity in complementing its formal educational programs. It particularly reaffirms that discussion of public problems on the campuses plays a significant role in promoting the intellectual development of its students and in preparing them for intelligent participation in society.

2. To these ends, the University permits use of its grounds, buildings and other facilities for approved extra-curricular activities.

3. Chancellors, using consultative procedures appropriate to their respective campuses, should establish regulations and procedures governing the use of campus facilities for purposes other than (1) regularly organized and scheduled courses, institutes, conferences, and other programs initiated by units of the University for educational, research or cultural purposes, (2) faculty clubs, (3) alumni associations, and (4) off-campus Extension Centers.

#### Section VII. Fund Raising

1. Notwithstanding the provisions of Section VI, the University recognizes that fund-raising may be a legitimate purpose of student or other organizations.

2. Chancellors are therefore authorized to establish regulations for their respective campuses governing fund-raising by registered student organizations, charitable organizations or public service agencies.

3. Such regulations should provide for orderly procedures, due accountability of sponsoring organizations, and otherwise for the preservation of the University's legitimate community interests, as concerns the

time, place and manner of conducting fund-raising. For these purposes, fund-raising should be construed as including the collection of membership dues and initiation fees and the charging of admission at meetings or events held on campus.

#### Section VIII. Posting, Distribution and Exhibition of Materials

1. The University recognizes that the posting, distribution and exhibition of materials may be legitimate purposes of its members.
2. Chancellors are therefore authorized to establish regulations for their respective campuses governing the posting, free distribution and exhibition of non-commercial materials by University personnel, students and student organizations.

#### Section IX. Student Discipline

1. The University requires that disciplinary sanctions be imposed only when student conduct directly or significantly violates University or campus regulations or codes.
2. The University distinguishes its responsibility for student conduct from the control functions of the general community. Violations of law, however, or charges or proceedings related thereto, do not confer immunity from University discipline.
3. The President, in consultation with the Academic Senate of the University, shall establish and administer all types of disciplinary authority. His responsibility in this regard should include appropriate delegations of such authority to the Chancellors, for their respective campuses, and to the Deans, for their respective Schools, Colleges or other jurisdictions.
4. Chancellors, using appropriate consultative mechanisms, should establish such regulations and codes as may be necessary for the effective



operation of disciplinary procedures on their respective campuses, and should appoint such faculty, student or other advisory committees as they deem desirable for the purpose.

5. Such disciplinary procedures should accord with basic standards of fairness and should be simple and appropriate to the nature of the case.

#### Section X. Miscellaneous Provisions

1. All persons who are not students or employees of the University shall abide by University-wide and campus regulations while on University property, and shall furnish identification if requested by any University official acting in the performance of his duties.

2. Chancellor's using consultative procedures appropriate to their campuses should establish regulations and procedures to govern the participation of non-University persons in University activities.



## FSM PROFILE

## I. Introduction

The incidence of student protest movements in the 1960's marks the contrast between this decade and the one preceding, when college students were described as the "silent generation." An important factor in the current protest movements is that they are not confined to the campus, but in their broadest aspects are directed at the whole of our society. For this reason they have aroused wide public response and have stimulated much investigation into the composition of the student groups involved, and the actual and potential effects of their activities. The University of California at Berkeley has been the focus of much of the protest activity as well as the center for the study of student activism. The following study is a summary of University statistics, the most complete available, organized to provide a profile of the students who were arrested in the Sproul Hall sit-in of December 2 and 3, 1964. It is quantitative rather than qualitative, and we do not pretend to have reached very successfully the human beings behind the numbers. It is important, however, to have available an accurate statistical basis for analysis. Hopefully, this study may provide some insight into possible motivations of these students, and into the impetuses for the Free Speech Movement. The statistics are grouped for facility in reference, and wherever feasible are compared to the same information for the University as a whole. It is assumed that the arrested students were among the most committed to the Movement. In the following report they will be designated as the "FSM students," but it should be kept in mind that they may not be entirely representative of the participants in the Free Speech Movement.

### FSM Profile

Of the 773 persons arrested in the Sproul Hall sit-in of December 2 and 3, 1964, 735 had been or were currently enrolled students at the University of California at Berkeley. Six hundred and eighty-eight of the arrested persons had registered for classes at Berkeley in September of 1964--547 undergraduates and 141 in the graduate division.

Among the undergraduates, males were slightly more numerous than females, but the percentages reflected quite closely the proportions for the entire undergraduate student body. The same was true for the graduates, although there were slightly fewer women graduates compared to proportionately more women undergraduates in the FSM group. (Table IA, on page 3)

The average and median age of the arrested students (current and former) was 21 years, with a range of from 16 to 47 years, showing an older group than some authorities had described. (Table IB, on page 3) Predictably, the division of the group by classes reflects the same kind of curve as to the ages. The currently enrolled students (Fall of 1964) included 71 freshmen (10.32%), 135 sophomores (19.62%), 160 juniors (23.26%), 176 seniors (25.58%), 141 graduates (20.49%), four students with limited status (.58%), and one of unknown status. If we compare these figures to the statistics for the whole student body we find that there is no general trend among the undergraduate students. Proportionately fewer freshmen are to be found in the FSM group; but sophomores, juniors, and seniors are more heavily represented in the FSM group than in the student body as a whole. The most important finding is the relatively <sup>small</sup> ~~small~~ percentage of graduate students who make up over one third of the entire university community but who constitute only one fifth of the FSM group. The most

TABLE IA: Basic information

Total students arrested (current and former) . . . . .	.735
Total registered students . . . . .	688
Undergraduates . . . . .	.547
Male . . . . .	.313
Female . . . . .	.234
Graduates . . . . .	.141
Male . . . . .	.109
Female . . . . .	.32
Not registered . . . . .	.47
Male . . . . .	.30
Female . . . . .	.17

TABLE IB: Age distribution (current and former students)

Age	Number
16 . . . . .	1
17 . . . . .	6
18 . . . . .	90
19 . . . . .	136
20 . . . . .	118
21 . . . . .	135
22 . . . . .	79
23 . . . . .	49
24 . . . . .	44
25+ . . . . .	777
Total . . . . .	735
Average . . . . .	21

probable explanation for this is that the bulk of graduate students at Berkeley (68.17%) are in the fields of science and professional studies, both of which are very much underrepresented in the group of arrested students at both graduate and undergraduate levels.

TABLE IIA: Percentage comparisons by classes (current students Fall 1964)

	University	FSM
Freshman	15.26%	10.32%
Sophomore	12.64%	19.62%
Junior	19.79%	23.26%
Senior	16.21%	25.58%
Graduate	35.22%	20.49%
Special and limited	.36%	.58%
Unknown	-	.15%

TABLE IIB: Class distribution

	University	FSM
Freshman	N=4186	N=71
Sophomore	N=3468	N=135
Junior	N=5429	N=160
Senior	N=4585	N=176
Graduate	N=9663	N=141
Special and limited	N=100	N=4
Unknown	---	N=1
TOTALS	N=27431	N=688

There is a marked concentration by department and major in the FSM group which distinguishes these students from the student population as a whole. The arrested students were drawn from 60 different major fields. As might be expected, by far the largest percentage of FSM students (32.17%) had declared majors in the social sciences, especially political science, history, and psychology. Languages and literatures taken together comprised the next largest undergraduate group (14.81%). These same groupings

are evident for graduate students, but with an even larger disparity in the fields of professional studies, (FSM 9.93%; University 32.94%). The sciences are underrepresented in the FSM undergraduate group, physical sciences to a greater degree than biological sciences. To facilitate comparison, the statistics shown are for those students who had officially declared majors--i.e., upper division students. The preponderance of social science majors increases if we consider that many lower division students indicated a major field, though not officially declared, and that most of these were in the social sciences. This concentration in the social science fields indicates an interest in the problems of society which is also evident in the association of student protest movements with the civil rights movement. Also, the fact that few students were majoring in a field of professional studies indicates that vocational objectives did not figure strongly in their educational goals. (Table III page 6)

Scholastically the FSM students did not distinguish themselves from the rest of the student body on the basis of grade point averages. A comparison of the FSM with University averages in eleven of the largest departments showed the undergraduate averages to be almost identical to University averages, and the graduates only slightly lower. Considering the disruptive effect on studies of the sit-in arrests, one might expect lower grades in this group. Among the undergraduates 24.17% (131) of the FSM students had grade point averages higher than 3.00. 15.49% (84) had grade point averages lower than 2.00. On the basis of averages computed for students completing Spring Semester 1965, for the entire undergraduate student body, 21.4% had averages higher than 3.00 and 10.8% had averages lower

TABLE III: Majors by field

Undergraduate		
Major	FSM	University
Fine Arts	4.20%*	7.37%
Biological Sciences	3.29%	6.19%
Physical Sciences	5.12%	17.41%
Professional Studies	1.65%	6.28%
Languages and Literatures	14.81%	8.18%
Social Sciences	22.17%	18.56%
Unclassified	38.75%	36.13%
Double Majors	1.46%**	.32%
Unknown	1.46%	---
TOTAL	99.99%	100.00%

\* The numbers and percentages shown are for registered students only

## Graduate

Major	FSM	University
Fine Arts	4.96%	3.28%
Biological Sciences	10.64%	8.28%
Physical Sciences	21.27%	26.95%
Professional Studies	9.93%	32.94%
Languages and Literatures	21.99%	10.09%
Social Sciences	31.91%	17.46%
Stanford Extension	---	.03%
Double Majors	.71%**	-.97%
Unknown	.71%	---
TOTAL	N=141	N=9663

\*\* Double majors in the FSM group are also included in the department figures. Those for the University are not.



than 2.00. In the FSM group 2.96% of the graduate students had averages lower than 2.00, while for the entire University the percentage was 1.7% below 2.00. 79.26% of the FSM graduates had averages higher than 3.00, as compared to 87.9% for the whole graduate division. (TABLE IV page 8).

An interesting trend can be noted if we consider the grades grouped by class rather than by department. Whereas the FSM averages run slightly lower by class than do the University averages (with the exception of the seniors where this is reversed), the FSM group also has a larger percentage of grades below "C" and a slightly larger percentage above "B". In the lower division classes this is especially evident. The University averages by class, if plotted on a curve, would show a progressively larger number above "B" (i.e., the freshman curve would be almost normal, while the sophomore, junior, and senior curves would be skewed progressively more to the right.) The FSM curves, however, would begin with ponderance of low grades for the freshmen, and would maintain a curve only slightly skewed to the right for sophomores and juniors. The senior curve would resemble that for the University. That there is a heavier than normal concentration at the two ends of the grade scale, (especially at the lower end), might give rise to several hypotheses which could be later explored. For instance, it has been noted that the FSM supporters were attracted to the movement for a variety of reasons. There is possibly a difference in attitude toward academic achievement indicated by these grades. More probably, since the concentration of low grades is more pronounced for the lower division, the factor of maturity and related experience might be involved. (Table V, page 99)

Other indications of academic achievement show somewhat contradictory trends. Among the freshmen, 5.26% of the FSM groups were awarded Honors at Entrance for Fall of 1964, while 17.7% of the entire freshman class received this honor. However, of all undergraduates in the FSM group 23.76% had been

TABLE IV: Grade point averages by department

## Undergraduate

Department	FSM	University
Anthropology	2.67*	2.64
Art	2.23	2.52
Economics	2.60	2.62
English	2.69	2.63
History	2.55	2.59
Math	3.02	2.78
Philosophy	2.79	2.61
Physics	2.58	2.73
Political Science	2.73	2.58
Psychology	2.25	2.61
Sociology	2.58	2.56

## Graduate

Anthropology	3.46	3.62
Art	3.17	3.24
Economics	3.35	3.40
English	2.96	3.41
History	3.39	3.38
Math	3.65	3.67
Philosophy	3.25	3.32
Physics	3.58	3.66
Political Science	3.55	3.50
Psychology	3.79	3.66
Sociology	3.09	3.23

## Undergraduates

	FSM	University
% above "B"	24.17%	21.4%
% below "C"	15.49%	10.8%

## Graduates

% above "B"	79.26%	87.9%
% below "C"	2.96%	1.7%

\* The grade point averages shown here are those for registered (Fall of 1964) undergraduate and graduate students only. Special and limited students are not included.

TABLE V: Grade Point Average by Class

Class		University	FSM
Freshman	Average	2.45	2.11*
	% above "B"	21.7%	22.39%
	% below "C"	21.8%	41.79%
Sophomore	Average	2.58	2.51
	% above "B"	20.8%	21.97%
	% below "C"	9.6%	15.90%
Junior	Average	2.58	2.54
	% above "B"	20.4%	23.84%
	% below "C"	10.1%	15.23%
Senior	Average	2.63	2.71
	% above "B"	28.0%	29.14%
	% below "C"	4.6%	5.57%
Graduate	Average	3.51	3.16
	% above "B"	87.9%	79.26%
	% below "C"	1.7%	2.96%

\* All averages include the grades of those students who completed the Fall semester. Those who withdrew or were dismissed during the semester are not counted.

honor students for one or more semesters. Of the graduates 33.40% had graduated with honors and/or been elected to Phi Beta Kappa. These figures show that a considerable number of the group--almost one fourth of the undergraduates and one third of the graduates--had at one time excelled in academic pursuits to no mean degree. In addition, some 27 of the graduates were employed by the University as Teaching Assistants, recognized by their departments as very competent students.\* We might also consider that although the members of the FSM group may have been attracted to the movement for a variety of reasons, one of the major criticisms voiced was that condemning the "university-factory" and the limitations of large impersonal educational institutions. We might expect that many of these students would not have conformed to the kinds of standards which they were criticizing and thus would not have been rewarded academically. This is not the case, whether because the students did meet the standards or because these standards were less impersonal and more sensitive to creative intelligence than many of the students believed. University standards notwithstanding, we can make no statement from the above facts about the FSM students', or any others' ability to excel in other than a structured academic situation.

In determining whether the FSM students, in their criticisms of the University, knew whereof they spoke, we recorded the number of semesters which the arrested students had completed on the campus at Berkeley and in other institutions of its kind. The percentage of FSM undergraduates who were new on campus in the Fall of 1964 is 26.69%

---

\* The departments represented in the group of teaching assistants arrested are as follows: Anthropology (3); Dramatic Arts (2); English (4); History (2); Logic and Methodology (1); Mathematics (4); Philosophy (1); Physics (4); Physiology (1); Psychology (2); Sociology (1); Virology (1); Zoology (1).

compared to a University percentage of 23.29%. These figures become more significant when we find that of those "new undergraduates" in the FSM group, 48.63% were freshmen, and 51.37% were transfer students, while on the whole, freshmen made up 72.99% of the new undergraduates and transfers accounted for 27.91%. Of the graduates in the FSM group 29.98% were new on campus, while 36.29% of all graduates were new in the Fall of 1964. It is evident then that a large percentage of FSM students had attended Berkeley for one or more semesters prior to Fall 1964, (Average=2.6 semesters, including freshmen and graduate students), and that over half of those who were new in the FSM group were transfers from other institutions of higher learning. So most of the students were well acquainted with the system of higher education the administration of which they were criticizing.

TABLE IV: Students new of Campus, by Class (Excluding Freshmen )

Sophomores	24
Juniors	37
Seniors	9
Graduates	41
Limiteds	4
Unknown	1
TOTAL	116 (16.86% of total FSM group) Compare to 18.44% of total student body.

In the FSM group 419 students out of 688 (60.81%) had attended one or more institutions of higher learning before coming to Berkeley. One hundred and sixty-four different institutions were listed by the students under schools last attended. These schools were classified to determine what kinds of institutions were most frequently attended by the FSM students. The largest number of these (52) were universities, attended by 174 of the students. Thirty-six schools were of the junior

college (20 year) type and were attended by 90 students. Paul Heist, in his study on student activism, makes the statement that some 47% of the students who were arrested and whom he queried came from "<sup>1</sup>selective liberal arts and private 'big image' universities."

A list of 26 selective liberal arts colleges made up by the Center for the Study of Higher Education for the Muscatine Committee <sup>2</sup> was compared with the list of schools attended by transfer students in the FSM group in order to corroborate Mr. Heist's statement. It was found that fifteen of the 26 schools were represented on the FSM list, but that only 35 students (8.35% of total), listed them for school last attended. The "private 'big image' universities," including Columbia (9), Cornell (2), Harvard (6), Princeton (1), Stanford (10), Yale (4), MIT (2), and Cal Tech (6), account for only 40, or about 10% of total transfers. The largest concentrated numbers of arrested students came from the following 13 colleges and universities: Brandeis University (7), Brooklyn College (7), University of Chicago (8), City College of San Francisco (8), Columbia University (9), Harvard University (4), Los Angeles City College (8), Oakland City College (9), Reed (7), San Francisco State (14), Stanford (10), U.C.L.A. (40), U.C.S.B (14)-- totaling 146 students <sup>of</sup> 34.84% of all transfers. We might expect a large proportion of transfers to come from schools in the Bay Area

<sup>1</sup>

Paul Heist, "Intellect and Commitment: The Faces of Discontent", an edited version of an article in Order and Freedom on the Campus, Western Interstate Commission for Higher Education and the Center for the Study of Higher Education, 1965.

<sup>2</sup>

The following were listed as institutions which sent a high percentage of students on to graduate work: Amherst, Antioch, Bard (N.Y.), Bennington, Bryn Mawr, Carleton (Minn.), Dartmouth, Grinnell (Iowa), Haverford, Kenyon, Lawrence U., Middlebury, Mt. Holyoke, Oberlin, Occidental, Pomona, Radcliffe, Reed, Raymond (UQB), Sarah Lawrence, Smith, Vassar, Wellesley, Wesleyan (Conn.), Williams.

and from other schools in the University of California system. For the above 13 schools, however, in any one semester (e.g., Fall of 1964) the number of transfer students make up only 11.33% of all incoming transfer students (including new graduates). Considerably more students than one might expect come from schools in New York City and State. Still, the most salient characteristic of the transfer students is the great variety of schools from which they come.

The profile drawn so far is limited to campus-related statistics. Other than academic associations lend further insight into the composition of the FSM group. Most of the students were single. Of those who reported this statistic on their residence cards ( $N=545$ ), 65 were married (less than 10%)--44 undergraduates and 21 graduates-- and one was divorced. Most interesting was a comparison of the living accommodations of the FSM students with those of the student body as a whole. Relatively few FSM students (11%) lived in any of the University approved living groups which house 39% of the entire undergraduate population. The largest disparity was in the fraternity-sorority living groups which house 14% of the undergraduate students. Less than 1% of the FSM lived in fraternities and sororities. The residence halls also housed considerably fewer FSM student than expected from University distribution. Part of the difference may be accounted for by the fact that there were fewer freshmen in the FSM group than the University norm. Even considering this fact the differences in distribution are significant.

TABLE VIII: A comparison of the living accommodations for the FSM students with those of the student body as a whole.

	<u>FSM</u>		<u>STUDENT BODY</u>	
RESIDENCE HALLS	4.76%	N=26	18.11%	N=3199
UNIVERSITY APPROVED HOUSING	5.31%	N=29	6.98%	N=1234
FRATERNITIES AND SORORITIES	.92%	N=5	13.89%	N=2454
OTHER	89.91%	N=486	61.92%	N=10781
TOTALS	100.00%	N=546	100.00%	N=17668

\* These figures are for undergraduates only. Very few graduates live in any of the residence halls, university approved housing, or fraternities and sororities, so the figures would probably not be significant.

There are some rather surprising groupings in the distribution of the FSM students on the basis of permanent addresses listed. Most students were from the Bay Area, but the percentage of the FSM group that listed Berkeley or surrounding cities as permanent addresses is about the same as that for the rest of the student body. Outside of the immediate Bay Area, the concentration of students in the Western States is lower than the University norm. A very large number of FSM students list the East Coast states, especially New York, as a permanent address. The University percentage from New York State is 3.51%, while 10.23% of the FSM students came from there. (See Table IX, page 15)

The types of campus activities engaged in by the FSM students were extremely varied. The following nine categories were listed under activities by three or more students: living group officer (14);



social fraternity or sorority (13)\*; hiking club (11); yacht club (7); ASUC officer (5); folk dance (4); ski club (4); tutorial project (3); sports (3). Some 23 other organizations were listed by one or two students as activities. The total number of students listing activities was 92, 13% of the entire FSM group. This percentage would probably be lower than a sample of the student body, although the number of living group officers is surprising since such a small number lived in University approved housing.

Only 12 of the FSM students had conduct violations reported. Of these, nine violations were directly related to the Free Speech Movement, either on the issue of illegal fund raising (later reversed), or for the use of obscenity. Two others concerned arrests for possession of drugs; and one noted dismissal from Brandeis for "unbecoming" conduct.

Parents' occupations, the only indication we have of the students' family backgrounds, are again varied, although the professions are rather heavily represented. The twelve most frequently listed occupations for parents, in order of frequency, are as follows: laborers or mechanics (65); service industries (65); managerial (63); salesmen (58); engineer or scientist (57); medical profession (including M.D.'s, dentists, pharmacists, and psychiatrists) (53); teachers or professors (52); attorneys and judges (30); government employee or civil servant (17); manufacturer (15); retired (12); accountant (10); artist (10).

Finally, about 30% of the FSM students reported that they planned to work part-time during the semester. (We have no information on whether they actually did work.) In addition, 65% of those reporting were at least partially self-supporting.

\* Only one sorority was represented ~~by~~ ~~one~~ ~~one~~

TABLE IX: Permanent Addresses

Area	FSI*	Total Student Body
Bay Area (9 counties)	35.89%	39.74%
Northern California	4.97%	7.18%
Central California	2.98%	4.16%
Southern California	29.82%	22.92%
Western States (excluding California)	11.48%	3.53%
Southwest	.99%	1.15%
Central States	4.83%	5.63%
Southern States	1.85%	1.06%
East Coast (excluding New York)	6.68%	3.37%
New York (city and state)	10.23%	3.51%
Foreign Countries	.57%	7.34%

\* The figures are for both registered and non-registered students for whom information was available. The total number considered is 704.

In summary, the students arrested in the Sproul Hall sit-in seem to be only moderately deviant from the University norms. We do not know enough of ~~their~~ family background to determine if the basis for their rebellion lies there. The undergraduate age-level is slightly above the average, but as we have noted, the freshman class is underrepresented in the FSM group as compared to the University. Graduate students are also less numerous than the norm. Geographically, an unusual number of students hail from the East Coast, and more than would be expected have transferred from schools in that area. The majors chosen by the students are primarily in the fields of social sciences and humanities, indicating involvement with the problems of society rather than with the abstract questions dealt with in the scientific disciplines. Many of the students in the FSM group have excelled academically, and although the FSM averages resemble closely those for the University, the normal clustering in the middle of the grade curve is less pronounced, and the two extremes of high and low grades, especially for the lower division, are more heavily represented. The great majority of students in the FSM group had transferred from other schools, and about one third of these transfers were new on campus in Fall of 1964. The schools from which they transferred were of various types. Most frequently attended were other universities, and junior colleges. Relatively few of the arrested students were married. Most lived in other than University approved housing. Participation in campus activities among the FSM students was limited, although one might also say that the Free Speech Movement itself, while not in the tradition of generally accepted or expected student activities, was evidence of a commitment and interest beyond that of other collegiate groups.

Since we have not considered here the personality traits or attitudes of

the students arrested in the sit-ins, we have only an insensitive sketch of these persons and their reasons for involvement in the Free Speech Movement. It is hoped that others will take advantage of the facts and observations presented here to investigate further and to promote a better understanding of these students and their relationship to the University and to society.

Memos regarding Eldridge Cleaver's course, Social Analysis 139X, June 23, 1969

UNIVERSITY OF CALIFORNIA, BERKELEY 275

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

BOARD OF EDUCATIONAL DEVELOPMENT  
BERKELEY, CALIFORNIA 94720

June 23, 1969

*Social Analysis*  
*139X*

Professor E. E. Sampson  
Department of Psychology  
3210 Tolman Hall  
Campus

Dear Professor Sampson:

Thank you for the evaluation of Social Analysis 139X (Denuman-  
ization and Regeneration of the American Social Order) received  
in my office in response to the request made to you by Professor  
Sheldon Korchin, on behalf of the Board of Educational Develop-  
ment.

Sincerely,

A handwritten signature in cursive script that reads 'Leonard Machlis'.

Leonard Machlis  
Assistant Chancellor for  
Educational Development

cc: BED members  
(with enclosure)

June 17, 1969

276

To: Bess Simpson  
Board of Educational Development

From: Edward E. Sampson

Re: One Professor's Evaluation of Social Analysis 139X

The course, Social Analysis 139X, was offered essentially as outlined and approved by the BED during the Fall Quarter, 1968. The issue of students' receiving credit for their work in that course still remains unsettled in the face of the apparently opposing views of the Berkeley Division of the Academic Senate and the Board of Regents.

The turmoil surrounding the class made its teaching an adventure in its own right. I gather, however, that given the quarterly happenings on the Berkeley campus during the academic year, 1968-1969, much the same could be said about many other courses. Students in 139X generally performed as expected; in several cases, in fact, they performed at a level of sophistication well beyond that customarily attained. Many of the term papers were of superior quality; even the worst of the lot was substantially better than the average paper I usually examine in my other classes.

Lectures were all informative, discussion sections beneficial. The class generated as much controversy and critical discussion within as without. The goals of the course, namely to examine a particular perspective on race relations in the United States, were more than adequately achieved. The public outcry, in fact, brought close to home the realities of the subject matter of the course. In a very true sense, the course combined the traditional academic approach with a more contemporary experiential approach. In combination, students both learned and directly experienced in ways that either alone could not hope to duplicate.

No course is ever perfect, though we each reach for this in our efforts. I personally wish we had more time for discussions of the lectures and readings in the course and more time to talk with the guest lecturers in section meetings. Unfortunately, the controversy surrounding the class, including the ambiguity connected both with its beginning and its continuation for credit, drained a great deal of the time and energy of everyone involved, including faculty and students. I still think that the student initiated idea of bringing Eldridge Cleaver in as a key lecturer was inspired; if we had it all to do over again (and who knows, maybe we will) I would again heartily lend my support to such an undertaking.

E. E. S.

EES:bd

April 3, 1969

Dr. Sheldon Korchin,  
Psychology Clinic  
2205 Tolman  
Campus

Dear Shelly:

As far as I know, you have not received a reply to the attached letter. I wonder if you want to do anything about it.

Sincerely,

Leonard Machlis  
Assistant Chancellor for  
Educational Development

LM/s

116/01  
Machlis would like to see this again

November 27, 1968

Professor Jan Dizard  
Professor Jonas Langer  
Professor E. E. Sampson  
Lecturer Troy Duster

Gentlemen:

Although the credit status of Social Analysis 139X is still unresolved, I am writing to remind you that the Board of Educational Development is very much interested in receiving your evaluation of the course, which was approved for the fall quarter, 1968.

The Board will be very much interested in your estimate of the intellectual quality of the work accomplished in comparison with courses in the regular sequence. We should like also, if possible, for you to ask your students to give some estimate of the value of the course to them. It would be useful if you could enclose a few of the best term papers and a few of the worst.

We should appreciate your sending your evaluation to us, in care of Dr. Sheldon Korchin, liaison officer for Social Analysis 139X, if possible, by Monday, December 16.

Regards,

John L. Kelley  
Chairman

cc: Dr. Sheldon Korchin

bcc: John L. Kelley



John Cleaver  
2241 Astor St.  
U.C.B., September 5  
# Fall, 1968

## Social Analysis 139X

"Good Morning Class!" "Good Morning Mr. Cleaver!" This is the ~~very~~ ~~most~~ of ~~the~~ ~~class~~ Social Analysis 139X begins almost every Tuesday morning. There is a wonderful element of humor in Mr. Cleaver, but there is also a tremendous seriousness in his lectures.

The lectures given by Cleaver have been well-organized around a few particular points each time. Cleaver and ~~as well as~~ all of the <sup>other</sup> lecturers ~~so far~~ have been very ~~to~~ concerned with involving the class in the lectures. The last half-hour of almost every class period is devoted to questions from the class. Mr. Cleaver has had an excellent command of his lecture material ~~every time~~, and he has handled questions which have been very tough in a diplomatic but authoritative manner.

All of Cleaver's lectures have focused on historical views of the Black Man not often discussed. Cleaver has presented documented facts and various interpretations of these facts. In addition to Cleaver's well-publicized

lectures, the class meets every Thursday and hears different guests lecture on other historical, sociological, and psychological aspects of dehumanization in the American social order. There is also an extensive reading list of some thirty-five books dealing with the aforementioned aspects of the dehumanization and regeneration in the American social order. In addition to the readings and guest lecturers, the class has been divided into four sections, each of which meets with one of the professors once a week for an hour or two to discuss the readings and lectures.

I believe that the class is very beneficial in that it allows an in-depth study of <sup>problems</sup> which is normally only touched upon lightly. There have been questions raised which must be thought about and studied beyond this course. I hope that I will even learn more by writing my ~~to~~ term paper for the course. I don't hope to make any conclusions from the course itself; I do hope to continue to study American ~~soc~~ society and help to make it more livable.

Eldridge Cleaver's classroom lectures are not at all like his political speeches. As he said in his first lecture, he is not in the classroom to "raise the rabble". The tone of his lectures is scholarly. He makes frequent references to the reading material. He has a definite point of view and states it clearly but not dogmatically. He encourages dissenting thoughts and discussion and devotes about one-third of the class time to questions. The students may direct questions to Cleaver or to any of the course instructors.

The students who question Cleaver do not always agree with his point of view. Cleaver welcomes these questions although the debate is sometimes very heated. As he said, it is up to the student to listen to him and the instructors, to do the reading for the course, and then to assimilate and judge for himself.

I think that both Cleaver and the students benefit greatly from the course. In the classroom Cleaver must state his views directly. He cannot cloud them with meaningless phrases, profanity, or political rhetoric. The student has the opportunity of being exposed to an important and different point of view and the opportunity to question closely the speaker. As in any class some of the questions are too antagonistic, some of them too bland, and some of them irrelevant, but the class as a whole is very worthwhile.

Phyllis Kirschner  
11/5/68



VIETNAM DAY COMMITTEE - RALLY 8/5/66

282

Letter to Peter Camejo re: Vietnam Day Committee, August 12, 1966

August 12, 1966

Mr. Peter Camejo  
2410 1/2 Roosevelt Avenue  
Berkeley, California

Dear Mr. Camejo:

On June 8, 1966, the Campus Vietnam Day Committee reserved the Sproul Hall steps for a rally to be held on August 5, 1966, from 12 noon to 1 p.m. On the reservation form, signed by Andrea Morell, a member, it was clearly stated that there would be no "off-campus" speakers. After the time the reservation was made for those University facilities, no notice was given this office, as is required, that there would in fact be non-University speakers participating in the rally. After it had become clear that two such non-University speakers were participating, the chairman of the rally was personally informed by this office that such action was in violation of the campus regulations. He nonetheless continued the program after this warning and allowed another non-University speaker to address the rally. This last action was clearly an overt and deliberate violation of the "Regulations Concerning the Use of University Facilities on the Berkeley Campus," Section 6a, which covers the procedure for inviting non-University speakers to use University facilities.

This incident was discussed in my office on August 11, 1966, with you, another member of the Campus Vietnam Day Committee, and the chairman of the rally for the day in question. The excuse given at that time was that the rally had actually been conducted by the Campus August 6 - 9 Committee chairman and that he was unaware of the campus regulation requiring the registration of non-University speakers who might participate in the rally. You indicated that, in your view, the Campus Vietnam Day Committee was not actually responsible for this violation and that it was all a misunderstanding.

I cannot agree with your reasoning in this matter, and I must emphasize that a student organization which reserves University facilities is responsible for the use to which such facilities are put during the times reserved.

Mr. Peter Camejo  
 Page 2  
 August 12, 1966

Hence, it is incumbent upon the student organization, and, of course, its members, and not upon the University to insure that there is adherence to University rules and regulations during any time in which it has reserved such facilities. I will also point out the fact that this incident comes after repeated warnings for several violations committed by the Campus Vietnam Day Committee during the past year.

At our meeting of August 11, 1966, I also discussed several long overdue bills owed the University by the Campus Vietnam Day Committee. It was stated by you that this had been an oversight and you thought that they had been paid. Another incident I discussed with you at this meeting was the fact that pamphlets not containing the required identification had been distributed by the Campus Vietnam Day Committee on August 8 and 9, 1966, through use of their members and were displayed on their table. This is a violation of campus regulations. In considering the above problems which are presented by the Campus Vietnam Day Committee, I cannot avoid feeling that a very clear lack of responsibility and disregard for rules has been demonstrated by the membership and by the leaders of the organization. Such conduct cannot be condoned in a university community. I have no choice therefore other than to revoke the registration of the Campus Vietnam Day Committee, effective Wednesday, August 17, 1966, in accord with "University of California Policies Relating to Students and Student Organizations, Use of Facilities, and Non-Discrimination," Section II, Part C, "Standard of Conduct and Discipline." If you wish, however, you are entitled to a hearing in this case, and if you wish one you must contact Mrs. Jean S. Dobrzensky in the Chancellor's Office on Monday, August 15, 1966. Otherwise, the revocation of registration of the Campus Vietnam Day Committee will be effective as of Wednesday, August 17, 1966, and it will remain in effect until instruction begins for the fall quarter on October 3, 1966. During this period your organization will be denied the use of University facilities. Your organization may reapply for registration on or after October 3, 1966, and at that time the application will be carefully reviewed. To gain approval of such registration, your group must be able to demonstrate responsible leadership, a willingness to comply in good faith with current campus regulations, and it must settle its current outstanding financial obligations to the University which presently amount to \$525.96.

The revocation is made specifically for failure to give notice to the Office of the Dean of Students in the manner required by campus regulations, that non-University speakers were to participate in the rally of August 5, 1966, held on Sproul Hall steps which were reserved by the Campus Vietnam Day Committee. Before taking this specific action I have considered

Mr. Peter Canojo  
Page 3  
August 12, 1966

previous such violations for which your group had been warned, and I have considered the outstanding financial obligations owed to the University, which date back to February 28, 1966. I do not and cannot find that the excuses you have given for these matters are valid.

Sincerely yours,

Jim Lenson  
Dean of Men

JL:uh

Certified Mail, Return Receipt  
cc: Miss Judith L. Edison  
Vice-Chancellor Boyd  
Dr. John R. Searle  
Dean Williams





RE Vietnam Day Committee - Rally 8/5/66

285

August 15, 1966

MEMORANDUM TO: Dean Williams

RE: Campus Vietnam Day Committee Rally on August 5, 1966

Shortly before noon on Friday, August 5, Jim Sicheneder informed me that he had word that the Campus VDC rally, which was scheduled and had been reserved properly for noon that day, might present a problem. Although the reservation slip stated that there would be "no off-campus speakers" according to Mr. Sicheneder, he had word that they planned to have non-University speakers address the rally.

I advised Mr. Sicheneder to attend the rally and to identify the speakers if possible. I told him that I would check the reservations list to see if a last-minute change had been made by the Campus VDC. I checked with Mrs. Jeane McBurney and was told that no such change had been requested. To be certain that we would know of any such changes, I waited in the office until after the rally had started at 12 noon.

I then went to the plaza and listened to the program with Mr. Sicheneder and Peter Van Houten. The program was under way and I was informed by Mr. Sicheneder that the speakers thus far were legitimate. At the time I arrived, a visiting professor was at the microphone. When he finished, a boy was introduced with the comment that he had a few words to say about the war. It was necessary to put the youngster on a chair to allow him to reach the microphone. Mr. Sicheneder identified him as Edward Goldberg, a student in the Berkeley school system, and I believe that this was also mentioned by the chairman of the rally when introducing the boy. In that this young man certainly appeared to be a non-University speaker, Mr. Van Houten, Mr. Sicheneder, and I decided that the chairman should be warned that if true, this was in violation of campus regulations. As we reached this decision and Mr. Van Houten and I went up to warn the rally chairman, another speaker was introduced and was addressing the rally. I asked the

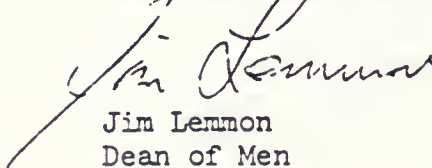
Memorandum to Dean Williams  
Page 2  
August 15, 1966

chairman if I might have a word with him off to the side of the speaking area. Mr. Van Houten introduced us by title and told the chairman that non-University speakers were in violation of campus regulations at a rally of this type unless prior arrangements were made with our office. We showed the chairman a photostat of the reservation form which clearly stated "no off-campus speakers" were scheduled for this rally. We also showed him a copy of the campus regulations, pointing out the specific rule involved. He was rather startled and reread both items. He then asked what would happen to him because of this. I told him I could not say at that time or until I had all of the facts, but he was placing himself and his organization in violation by conducting a rally in this manner. He asked why we had not stopped him when the youngster was speaking - indicating that he knew the boy was a non-University speaker. I stated that we wanted to be certain that he knew the rules and we did not feel it proper to remove someone from the microphone. Our discussion at this point was one of informing him of the situation. He then asked what he could do and I told him that he could not conduct a rally in this manner, that it was a violation of campus regulations.

Mr. Van Houten and I then returned to the plaza as the current speaker was finishing. As we returned, another individual began addressing the rally. Mr. Sicheneder informed us that the individual speaking while we were discussing the matter with the chairman was George Ewart and that the person speaking at that time was Steve Cherkoss. Both men were identified by Mr. Sicheneder as non-University individuals. Following Cherkoss, a few brief announcements were made and the rally ended.

After rechecking all of the details with Mr. Sicheneder and Mr. Van Houten, at which time I learned that the rally chairman was Mike Goldstein, a registered student, I informed the Chancellor's Office of what had taken place.

As an afterthought, I also remember observing the young Berkeley student, Edward Goldberg, taking up a collection from the crowd at the rally following his talk. This would also be in violation of campus regulations.

  
Jim Lemmon  
Dean of Men

JL:ah

cc: Vice-Chancellor Cheit  
Vice-Chancellor Boyd  
Dean Hopkins

TOASTS TO ARLEIGH AND RUTHIE WILLIAMS  
From ASUC Presidents  
1956-1976

From the verdant hills of Marin to the sandbox activities of the ASUC, you quickly learned to use your pail and shovel with expertise. The Class of '57 is proud to have helped in bringing you back to Berkeley and the beginning of two decades of superb service to the University and its students.

...Jim Kidder  
1956-57

Remember the "New Spirit," "Nightmare Rallies" and Slate?

They all had their start  
Back in '58.

Arleigh was ASUC Activities Director  
Giving us insight but never a lecture.

We salute him tonight--a dear and loyal  
friend

As he steals away with Ruthie to their  
new Cayucos den.

...Roger Samuelsen  
1957-58

I am not sure how good a wine can  
taste from the class that produced  
both a Slate victory and a Rose Bowl  
defeat, but Aloha from Hawaii!

...Bill Stricklin  
1958-59

The Class of '61 joins in saluting  
Arleigh--a counselor, humanitarian  
and gentleman in every sense of the  
word.

...George Link  
1960-61

You helped us struggle at Ex Com with  
the recognition of Cuba and the Kerr  
Directives but also helped us create  
classes in Comparative Religion, a full  
program for the new Student Union, a  
recruiting desk for the Peace Corps,  
and expansion of Cal Camp and Cal-in-  
the-Capitol.

Thanks for standing with Berkeley,  
giving her your own sterling character  
and making her the experience to which  
we all owe so much.

...Brian Van Camp  
1961-62

Wish I could be with you this  
glorious night. You will be missed,  
as you have since 1963, and will  
continue to be loved by all you have  
touched.

...Ed Germain  
1962-63

Arleigh used to say that if he  
touched the life of one student,  
he had made a contribution. I  
know he touched the lives of many  
of my classmates and that his  
guidance and wisdom will retain  
a special meaning for us all.

...Mel Levine  
1963-64

Friend, counselor, for many a surrogate  
father.

You have served and loved our University  
and its students, treating us with  
respect, compassion, understanding  
and, on occasion, a much needed  
"kick in the pants."

Arleigh, for this and so much more,  
we thank you and salute you tonight.

...Jerry Goldstein  
1965-66

1967 and 68 were marked by "Stop  
the Draft Week" and a long-awaited  
Big Game win, but no matter what  
a student's interest or viewpoint,  
he knew he could turn to you for  
counsel and friendship.

...Dick Beahrs  
1967-68

I toast Arleigh for his unfailing  
integrity and his warmth to me and  
those that preceded and followed me.  
I send my best wishes and my thanks  
for his example and contribution to  
the University.

...Dan McIntosh  
1966-67

1969 called forth deeply-held feelings and commitments in the context of nationwide controversy. In such times integrity and humanity often give way to overreaction, expediency, and deceit, but you somehow never succumbed to those maladies.

Most importantly, by your example you taught us that the greatness of our University lies in its tolerance for diversity of thought and action, a tolerance based on personal respect for the good faith and commitment of others.

For your example, we shall always owe you our respect and gratitude.

...Charles Palmer  
1968-69

ROTC and tear gas and "smoke-ins" and the Grateful Dead left nary a hair on poor Arleigh's head.

...Lee Steinberg  
Jeff Bostic  
1970-71

To Arleigh and Ruthie from the first set of twin and triplet office holders: our advice to collective leaderships, go forth and multiply...and to Arleigh Williams, may your bounty increase.

...Alan Fong  
Larry Seidman  
1971-72

1972--it was a good year; of more communication and less fear; of student involvement in University decision; where previously any issue brought bitterness and division.

There were many topics too numerous to list; both big and small which students would miss; if not for the dedication of a man as understanding and kind as he;

We thank you dear Arleigh, may God be with thee.

...Bruce Quan  
1972-73

Agnew, powder, Watergate  
Band co-ed--steady state.

Reagan turns to the eyes of the Nation  
UC lowers its expectations.

ASUC grows three presidents  
513 threatens its residence.

Through it all Arleigh teaches  
Having learned much from so many  
free speeches.

...Mike Aguirre  
Lee Altschuler  
April Maynard  
1973-74

We join in toasting Arleigh for his many years of dedicated service to the University and its students; you have been an inspiration and a friend and we are most grateful.

...Rich Gallegos  
1974-75

Sharing problems through which we've had to hack  
Joyful resolution has made us quack.

Our administration has had the luck  
To share this year both being lame duck

...Phil Horowitz  
Bevan Dufty  
1975-76

FOR RUTHIE

1968  
Section Club  
President

1969  
YWCA Household Sale  
Facilitator

1972  
YWCA Retirement Dinner  
Songster

## INDEX -- Arleigh Williams

- Academic Probation, 69, 147  
 Academic Senate, 59, 117, 164-165, 187, 219-220  
 Affirmative Action, 18, 162-163, 180, 201-202, 205  
 Albanese, Licia, 42, 54, 60  
 Alexander, Elliott, 8, 197  
 Allin, Mudge, 212  
 Allison, Stub, 16  
 Alpert, Richard, 198-199  
 Armor, David, 42  
 ASUC  
   Director of Activities, 43-48  
     Activities Planning Committee, 44  
     Californians, The, 44, 148  
     Classes Program, 47  
     Functional Services Board, 45  
     Judicial Committee, 43  
     Men's Executive Board, 44-45  
     Musical Activities, 47  
     Oski Committee, 45  
     Oski Dolls, 44  
     Pom Pom Girls, 40, 42, 45, 174  
     Radio-TV Committee, 68-69  
     Rally Committees, 45  
     Student Welfare Board, 46  
     Women's Executive Board, 44-45  
     Women's Judicial Committee, 43  
     Yell Leaders, 45  
 Director of Athletics, 43, 48-50  
 Director of Publications, 43, 46-47  
 Educational Events Board, 60-61  
 function, 51-52  
 general, 6, 36-38, 42, 57, 132  
 graduate student members, 61-62  
 presidents, 52-57  
 student government responsibilities, 90  
 Student Union, 57-58, 67
- Athletics  
   assistant athletic director, 160-161  
   Big "C" sports, 48, 49  
   Circle "C" sports, 48, 50  
   general, 154-163  
   intramural sports, 49-50, 162-163, 201  
   recruiting violations in, 158-161  
   role of, 22-23, 32  
   women's athletics, 48-49, 162-163, 202  
   See also baseball; basketball; football; track  
 Atkinson, Barney, 198  
 awards  
   Silver Anniversary All-America, 1959, 65-66  
 axe, 72  
 Axe Review, 47
- Bakke case, 180  
 Band, California Marching, 38-40, 47  
 Baranco, Lynn, 205  
 Bardwell, Jay, 54  
 Barnes, Tom, 82, 98, 108-109, 113  
 Baron, Marvin, 79, 178  
 baseball  
   American Legion baseball team, 9-12  
   general, 210  
   World Series, 1928, 9-10  
 basketball  
   1959 Championships, 40  
   1968 Incident, 154-156  
 Beall, Chief Bill, 130, 142-143  
 Bellquist, Eric, 109, 122  
 Berkeley Community Theater, 98-99  
 Bierman, Helen, 146  
 Big "C" Society, 21-22, 49, 106  
 Birdall, Jim, 39

- Black Panthers, 137  
Blue and Gold, 40, 46-47, 48  
 Bolton, Earl, 96  
 Boone, Ted, 44  
 Bowker, Albert, 191-192  
 Boycheff, Kooman, 50, 213  
 Boyd, Bill, 145-146, 154-156, 170  
 Brauel, Pat, 44  
 Bravo, Mark, 112  
 Brechler, Paul, 158-159  
 Bridgeman, Olga, 81  
 Brock, Sue, 178-179, 202-203  
 Brown, Edmund G. "Jerry", Jr., 208  
 Brown, Edmund G. "Pat", Sr., 97,  
     116  
 Brown, Rick, 133  
 Brown, Warren, 200  
 Brownell, Bob, 158  
 Brugger, Ad, 178  
 Bruyn, Henry, 171  
 Buxbaum, Dick, 82  
 Byrne, Jerome C., 98  
 Byrne report, 98
- Cal Camp, 58  
 Cal-in-the-Capitol, 58  
 California Conservation Corps,  
     208-209  
California Engineers, 46-47  
California Monthly, 204  
 Callaghan Hall, bombing of, 140-  
     141  
 Camejo, Peter, 142-143, 145  
 Campbell, Emily. See Mrs. Emily  
     Davis  
 Campbell, Hump, 91, 96  
 Capp, Richard, 68  
 Cayucos, 177, 208-211  
 chancellor. See University of  
     California  
 Chandler, Lieutenant, 120  
 Chang, Jeff, 166  
 change, importance of, 193-195,  
     189-191  
 Charter Day speech of Clark Kerr,  
     100-101, 104  
 Cheit, Bud, 118
- childcare, 178-180, 202-203  
 childhood, 1-12, 17-18, 209-210  
 class of 1935, 86-87  
 Cleaver, Eldridge, 141-142  
 Cole, Bob, 83, 118  
 College of Marin, 31-33, 36-37,  
     156-157  
 Colvig, Ray, 70, 128-129, 141, 212  
 Commanday, Bob, 47  
 Committee on Arts and Lectures, 54-  
     55  
 community relations, 67, 73, 192-  
     194  
 Contra Costa County Probation  
     Department, 27-28, 31, 35, 81  
 Cooke, Margaret, 46  
 Cooke, Steve, 44  
 CORE, 109  
 Counseling Center, 69, 76, 147,  
     177, 180-183, 185  
 Cowell Hospital, 76, 171, 222-223  
 Crittendon, Rupert, 222  
 Cuba, 58-59, 130  
 Cunningham, Thomas, 122-123  
 Curtis, Isaac, 160
- Daily Californian, 46-47, 90, 135,  
     166, 183, 199-200  
 Daubin, Bill, 154-155  
 Davis, Bill, 52, 54, 203-204, 223  
 Davis, Mrs. Emily, 3-4  
 dean of boys, 26-27  
 dean of men  
     College of Marin, 33, 36, 65  
     University of California  
         general, 63-65, 215-221  
         office staff, 109  
         recruitment, 63, 70  
         responsibilities, 63-64, 70-  
             79, 149  
 dean of students  
     general, 18, 130-153, 164-178,  
         212  
     National Association of Student  
         Personnel, 172-174, 195  
     philosophy, 79-82

- responsibilities, 70-79, 82-85, 118, 121, 174-175, 185-187, 192-195, 196-202
- Western Deans, 172-174, 195
- Degnan, Ronan, 82
- Delacour, Michael, 166-167
- Dellums, Ron, 154
- Deutsch, Barbie, 213
- Dewell, Peg, 77, 78, 212
- Diamond, Irv, 32
- Disciplinary Committee, 80-85
- discipline, 80-85, 106-112, 125-129, 137-138, 165, 169-171, 172-175, 201-202
- Donahoe Higher Education Act, 85
- Donald, Bill, 19
- Donnelly, Ruth, 77, 78, 179, 212
- drugs, 197-199
- Dutton, Tom, 76, 78
  
- Ebright, Ky, 16
- Edwards, Ralph, 39
- Eifert, Harold, 12
- Elliot, Pete, 75
- Engelhard, Greg, 38
- Environmental Health and Safety Office, 78
- Erickson, Richard E., 95
- Espenschade, Anna, 49
- ethnic studies, 151, 186
- Evans, Clint, 16
  
- faculty wives, 219-220, 221-222
- fair bear wages, 53
- filthy speech episode, 89, 131
- financial aid, 78
- football
  - halfback for Cal, 14, 16, 19
  - search for coach, 75-76
  - violations in recruitment, 158-162
- Foreign Students' Office, 79, 178
- Frank, Austin, 184
- fraternities
  - general, 78
  - hell week, 19-20
- non-discrimination policy, 73
- Frederick, Wally, 38, 46
- Free Speech Movement
  - arrests, 115-116
  - Bancroft strip, 88-89, 91, 119-124, 216-217
  - causes, 90-92, 110, 113, 119-123
  - December sit-ins, 115-116, 220
  - faculty resolution, 117, 127-129, 188, 219-220
  - freedom of speech, 100-112, 119-124
  - FSM Steering Committee, 102
  - FSM Profile, 124-126, 149
  - general, 80-82, 88-129, 136, 139, 144, 149-150, 164-165, 172-174, 185-186, 204, 214-223
  - Heyman Committee, 94-95, 98, 102, 103, 113, 125-127
  - Hyde Park area, 89-90, 119
  - legal counsel for students, 98-99, 126-127, 222
  - lessons, 123-125, 149-150, 164-169, 185-186, 188-191, 214
  - open forum policy, 90, 91
  - September sit-ins, 91, 107-112, 130, 216-219
- Galbraith, John Kenneth, 136
- Germain, Ed, 60
- glee club, 47
- Goins, David, 112
- Goldberg, Ambassador Arthur, 133
- Goldberg, Arthur, 111, 114, 134-135
- Goldberg, Jackie, 93, 99
- Golden Bear, Order of the, 20-21
- Gordon, Walter, 41, 54, 60
- graduate students, 61-62, 63-64
- graduate work, 34-35
- Greek Theatre Use Committee, 66-67
  
- Haas family, 66
- Hafey, Bud, 12

- Hafner, Dick, 70, 91, 119-120, 141, 205, 213  
 Hafner, Mary, 205  
 Hager, Ella, 205  
 Hale, Melvilla, 4, 11  
 Hallinan, Butch, 50  
 Hamilton, Brutus, 15-16, 109  
 Hancock, Loni, 166  
 handbook, student, 200-201  
 Hart, Jim, 15, 59  
 Hastings, Bud, 37  
 Hatch, Don, 112  
 Hearn, Walter R., 109  
 Hendricks, Ed, 77  
 Hererias, Mae, 156  
 Hererias, Rene, 154-156  
 Hessler, John, 172  
 Heyman, I. Michael, 81, 82, 87, 94, 213  
 Heyns, Esther, 140  
 Heyns, Roger, 117, 127, 133, 134, 135, 138-141, 143, 145, 148, 153, 167-169, 176-178, 190, 213  
 hippies, 136-137  
 Hitch, Charles, 118, 168-169  
 Hopkins, Don, 154-156  
 housing, student, 72-73, 77-78, 153, 166-167, 175, 179, 201-202  
 Hyde, Jean, 120  
 Hyde Park area. See Free Speech Movement
- International House, 79, 178, 201  
 Irving, Carl, 119
- Jameson, Andy, 181-182  
 Johnson, Bob, 84, 139, 170, 176-177  
 Junior Chamber of Commerce, 149
- Kennedy, President John F., 130  
 Kerley, Bob, 49, 158-159, 162, 192, 212
- Kerr, Clark, 90, 91, 95-98, 100-101, 104-105, 110, 118, 126, 131, 134-136, 144, 149-150, 180, 219  
 Kerr Directives, 59, 121  
 Kerr, Kay, 222  
 Kidder, Jim, 53  
 King, Martin Luther, Jr., 90  
 Kingman, Harry, 52, 203, 213  
 Kirk, Barbara, 180-184  
 Knight, Walter, 143  
 Kyte, Al, 9, 34  
 Kyte, George, 34
- Lancione, Weido, 11  
 Lair of the Bear, 47, 49  
 Lazzerasaki, Carla, 200  
 Learning Center, 148, 177, 180-185  
 Leary, Timothy, 198-199  
 Lemmon, Jim, 145, 212  
 Levy, Marv, 75-76  
 Link, George, 42, 52, 56-57  
 Lobell, Flora, 5-6, 13  
 loyalty oath, 188-189
- Madigan, Sheriff Frank I., 168  
 Maggard, Dave, 159  
 Manning, Bill, 50  
 marriage (1935), 23-24  
 Master Plan for Higher Education.  
See Donahoe Higher Education Act  
 Maxwell, Martha, 148, 180, 184-185  
 McCormack, Bill, 143, 217  
 Meyerson, Martin, 127, 131  
 military recruitment, 133-134, 136-137, 140-141  
 Miller, Mike, 50, 52, 54  
 Miller, Miss, 2  
 Miller, Ralph, 49  
 Mock, Carol, 180  
 Moonman, Jane, 182-183  
 Morgan, Colette, 44  
 Morgan, Sherri, 124, 149  
 Murphy, George, 98, 108-109  
 Muscatine, Charles, 98



- National Guard, 153, 167-168  
 navy, 28-30, 33, 134, 140, 156  
 NCAA, 159-161  
 Neely, Betty, 120, 146, 171  
 Newell, Pete, 156, 157  
 Newton, Huey, 137  
 Nhu, Madame Ngo Dinh, 41  
 noontime speakers, 41-42, 54-55
- Oakland Recreation Department, 13, 23  
 Oakland schools, 7-8, 25  
 Oakland Tribune, 119, 200  
Occident, The, 46  
 open forum policy. See Free Speech  
 Movement  
 orientation programs, 44, 45, 69,  
 146-147, 183, 205-206  
 Orr, Billy, 13  
 Oski Dolls. See ASUC structure
- Pac-10, 161  
 Padgett, Jim, 154-155  
 Panella, Peter, 8, 197  
 Pappas, Alceste, 179, 202  
 Park, Roberta, 49, 163, 213  
 Parker, Joan, 163  
 Pathe News, 3-4  
 Peace Corps, 60  
Pelican, The, 46  
 People's Park. See University of  
 California  
 Physically Disabled Students'  
 Program, 171-172, 175, 177  
 Placement Office, 76, 150  
 police. See University of  
 California  
 Pom-pom girls. See ASUC structure  
 Powell, Charles, 112  
 Powelson, Harvey, 197-198  
 Presley, Bob, 154-156  
 Projects for Progress, 53
- Rappaport, Armand, 109  
 Reagan, Ronald, 97, 117-118, 131,  
 134-136, 153, 167-168
- Regents, 77, 97-98, 113-114, 117,  
 127, 130, 134-136, 153, 165,  
 167-168, 180, 187, 192, 219-  
 220  
 religious organizations, 59-61,  
 152, 204, 207  
 retirement, 208-213  
 retirement dinner, 4, 53, 56, 60,  
 212-213  
 Richmond High School, 24-27  
 Robbins, Dorie, 57  
 Roberts, Ed, 171-172  
 Robie, Ronald, 68  
 Rowand, Jack, 171-172  
 ROTC, 140-141  
 rules and regulations, 83, 102,  
 106, 112-113, 118, 122-124,  
 126-129, 133, 134, 200, 201-  
 202
- Sampson, Edward E., 142  
 Samuelson, Roger, 37, 42, 52, 53,  
 55-56  
 "sandbox activities", 53  
 Savio, Mario, 97, 108, 110-114,  
 136, 214, 219, 221  
 Scalapino, Bob, 219  
 Seaborg, Glenn, 69, 74-75, 122,  
 138, 213  
 Searle, John, 118  
 Sharp, Leroy, 9-10  
 Shepard, Bill, 37, 63, 70, 74, 78,  
 93  
 Sheriffs, Alex, 74, 91-93, 95-96,  
 98-99, 101, 103-104, 106-108,  
 114-115, 120-123, 145  
 Shotwell, Willis, 83, 169-170  
 Sims, Lynn, 149  
 Six Years War, 83, 125, 136, 144,  
 173, 208, 214  
 Skain, Louise, 78, 170-171  
 SLATE, 42-43, 50, 51-52, 201  
 Smith, Norvel, 148, 192, 209  
 sororities, 78  
 Sowers, Dan, 10-11  
Spider, The, 89  
 Sproul, Robert Gordon, 22, 108

- Stadtman, Verne A., The University of California 1868-1968, 51, 92, 121, 213  
 Stanford University, 6, 72  
 Stapleton, Elizabeth Gardiner, 112  
 Steiner, Peter, 151  
 Stiles Hall, 42-43, 52, 147, 152, 203-205  
 Stirling City, 1-2, 4-5  
 Stoltz, Preble, 82  
 Stone, Hurford, 63, 115  
 Strawberry Canyon, 66-67, 72  
 Stricklin, Bill, 42, 52, 56  
 Stripp, Fred, 68  
 Strong, Edward, 74, 88, 90, 95-101, 102-107, 110-117, 121, 123, 125-126, 138, 145, 149-150  
 Students for a Democratic Society (SDS), 134, 137  
 Swick, Al, 11
- Taber, Myrtle, 4  
 Taber, Rose, 14  
 TASC, 52  
 Teller, Edward, 54, 61  
 Thaler, Jack, 8  
 Thatcher, Frank, Jr., 1-2, 4, 7-8, 27, 28, 196-197  
 Third World Liberation Front Strike, 151  
 Time, Place, and Manner. See University of California, Berkeley  
 Towle, Katherine, 78, 90-94, 96, 101, 103, 105, 108, 110, 114-115, 119-123, 149, 174-175, 180, 216-217, 220  
 track, 158, 160  
 Tregoe, Forrest, 57, 91, 119  
 Turner, Brian, 102, 112  
 tutoring, 69, 147, 183-185, 204-205  
 Twombly, Bill, 200
- University of California, Berkeley  
 academic senate, 59, 117, 164-165, 187, 219-220  
 alumni, 73-75, 158-160, 205  
 class of 1935, 86-87  
 Big C, 6-7  
 Callaghan Hall, bombing of, 140-141  
 chancellor, generally, 139, 191-192, 211. See also individual chancellors  
 Cleaver, Eldridge, 141-142  
 Educational Opportunity Program, 148-149  
 faculty, 185-191  
   faculty convocation (1964), 127-129, 136, 188  
   faculty convocation (1967), 136  
   faculty/student disciplinary committee, 82-84  
   responsibilities for students, 109, 127-129, 164-165, 168-169  
 Free Speech Movement. See Free Speech Movement  
 function of the University, 85-87, 117, 128-129, 142, 188-193  
 Moses Hall, occupation of, 142-144  
 People's Park, 77, 84, 117-118, 127, 139, 152-153, 165-169, 191  
 police, use of, 96-97, 111, 116-117, 132, 133, 137-139, 142-144, 192-193, 219, 221  
 students, concerns of, 73, 128-129  
   graduate, 61-62, 185-186  
   housing for, 72-73, 77, 153, 166-167, 175, 178-179, 201-202  
   Student Affairs Committee, 112  
   undergraduate, 185-186  
 Time, Place, and Manner rules, 118, 127-128, 174, 191, 200-201

- undergraduate years (Arleigh Williams), 13-17, 18-20, 23  
 Vietnam War, reaction to, 127, 131-133, 136-137, 144-145, 189, 216  
 Wheeler auditorium, destruction of, 150-151  
University of California 1868-1968, The, 51, 92, 121, 213
- Van Houten, Peter, 142-143, 146, 205-206  
 Van Kamp, Brian, 57, 58-60  
 vice chancellor for student affairs, 176-208  
 volunteer work, 203-207
- Walsh, Bill, 76  
 Warren, Chief Justice Earl, 136  
 Warrick, Sheridan, 79, 178  
 Weinstein, Henry, 200  
 White, Mike, 159  
 Wickhorst, Frank, 16, 18  
 Willet, Muriel, 26  
 Williams family  
   Williams, Arleigh, Jr., 26, 27, 30, 106, 157-158, 216, 218  
   Williams, Clara, 5-7, 13  
   Williams, Claude, 4-7  
   Williams, David, 29-31, 106, 157-158, 216, 218  
   Williams, Elsie M., 4-7  
   Williams, Harold, 5  
   Williams, Linda, 29-31, 158, 215-221  
   Williams, Patty, 93, 174, 218  
   Williams, Ruth Willett, 13-14, 24, 28, 34, 52, 53, 93, 106, 150, 158-159, 174, 195-196, 205, 208, 210-223  
   Williams, Robley, 160  
 Williamson, Ed, 172-173  
 Willsey, Ray, 158-159, 161  
 Wilson, Scott, 77, 78  
 Wiseman, Herb, 171  
 Woods, Michelle, 205
- Woodward, Frank, 91, 119-120  
 World War II, 27-31, 156, 196, 209
- Yamakawa, David, 43  
 YMCA, 147, 152, 203-207  
 YWCA, 203, 205, 207
- Zarzora, Tootie, 4





REGIONAL ORAL HISTORY OFFICE  
THE BANCROFT LIBRARY  
(415) 642-7395

BERKELEY, CALIFORNIA 94720

May 1989

### Interviews on the History of The University of California

Documenting the history of the University of California has been a responsibility of the Regional Oral History Office since the Office was established in 1954. Oral history memoirs with University-related persons are listed below. They have been underwritten by the U.C. Berkeley Foundation, the Chancellor's Office, University departments, or by extramural funding for special projects. The oral histories, tapes and transcripts, are open to scholarly use in The Bancroft Library. Bound, indexed copies of the transcripts are available at cost to manuscript libraries.

- Adams, Frank, "Irrigation, Reclamation, and Water Administration," 1956, 491 p.
- Amerine, Maynard A., "The University of California and the State's Wine Industry," 1971, 142 p.
- Amerine, Maynard A., "Wine Bibliographies and Taste Perception Studies," 1988, 91 p.
- Bennett, Mary Woods, "A Career in Higher Education: Mills College 1935-1974," 1987, 278 p.
- Bierman, Jessie, "Maternal and Child Health in Montana, California, the U.S. Children's Bureau, and WHO, 1926-1967," 1987, 246 p.
- Bird, Grace, "Leader in Junior College Education at Bakersfield and the University of California," Two volumes, 1978, 342 p.
- Birge, Raymond Thayer, "Raymond Thayer Birge, Physicist," 1960, 395 p.
- Blaisdell, Allen C., "Foreign Students and the Berkeley International House, 1928-1961," 1968, 419 p.
- Blaisdell, Thomas C. Jr. (in process), Professor Emeritus of Political Science.
- Chaney, Ralph Works, "Paleobotanist, Conservationist," 1960, 277 p.
- Chao, Yuen Ren, "Chinese Linguist, Phonologist, Composer, and Author," 1977, 242 p.
- Constance, Lincoln, "Versatile Berkeley Botanist: Plant Taxonomy and University Governance," 1987, 362 p.

- Corley, James V., "Serving the University in Sacramento," 1969, 143 p.
- Cross, Ira Brown, "Portrait of an Economics Professor," 1967, 128 p.
- Cruess, William V., "A Half Century in Food and Wine Technology," 1967, 122 p.
- Davidson, Mary Blossom, "The Dean of Women and the Importance of Students," 1967, 79 p.
- DeMars, Vernon, (in process) Professor Emeritus of Architecture.
- Dennes, William R., "Philosophy and the University Since 1915," 1970, 162 p.
- Donnelly, Ruth, "The University's Role in Housing Services," 1970, 129 p.
- Dornin, May (in process), University Archivist.
- Ebright, Carroll "Ky", "California Varsity and Olympics Crew Coach," 1968, 74 p.
- Elberg, Sanford S. (in process), Dean of Graduate Division, 1961-1978.
- Erdman, Henry E., "Agricultural Economics: Teaching, Research, and Writing: University of California, Berkeley, 1922-1969," 1971, 252 p.
- Evans, Clinton W., "California Athlete, Coach, Administrator, Ambassador," 1968, 106 p.
- Foster, Herbert B., "The Role of the Engineer's Office in the Development of the University of California Campuses," 1960, 134 p.
- Gordon, Walter A., "Athlete, Officer in Law Enforcement and Administration, Governor of the Virgin Islands." Two volumes, 1980, 621 p.  
Includes interviews with persons who knew Walter Gordon.
- Grether, Ewald T. (in process), Dean Emeritus, School of Business Administration.
- Griffiths, Farnham P., "The University of California and the California Bar," 1954, 46 p.
- Hagar, Ella Barrows, "Continuing Memoirs: Family, Community, University," 1974, 272 p.
- Hamilton, Brutus, "Student Athletics and the Voluntary Discipline," 1967, 50 p.
- Harding, Sidney T., "A Life in Western Water Development," 1967, 524 p.

- Harris, Joseph P., "Professor and Practitioner: Government, Election Reform, and the Votomatic," 1983, 155 p.
- Hays, William Charles, "Order, Taste, and Grace in Architecture," 1968, 241 p.
- Heller, Elinor Raas, "A Volunteer in Politics, in Higher Education, and on Governing Boards," 1984, 851 p.
- Helmholz, Carl, (in process). Professor Emeritus of Physics.
- Heyns, Roger W., "Berkeley Chancellor, 1965-1971; The University in a Turbulent Society," 1987, 180 p.
- Hildebrand, Joel H., "Chemistry, Education, and the University of California," 1962, 196 p.
- Huff, Elizabeth, "Teacher and Founding Curator of the East Asiatic Library: from Urbana to Berkeley by Way of Peking," 1977, 278 p.
- Huntington, Emily, "A Career in Consumer Economics and Social Insurance," 1971, 111 p.
- Hutchison, Claude B., "The College of Agriculture, University of California, 1922-1952," 1962, 524 p.
- Jenny, Hans, "Soil Scientist, Teacher, and Scholar," 1989, 364 p.
- Johnston, Marguerite Kulp, and Mixer, Joseph R., "Student Housing, Welfare, and the ASUC," 1970, 157 p.
- Jones, Mary C., "Harold S. Jones and Mary C. Jones, Partners in Longitudinal Studies," 1983, 154 p.
- Joslyn, Maynard A., "A Technologist Views the California Wine Industry," 1974, 151 p.
- Kasimatis, Amandus N., "A Career in California Viticulture," 1988, 54 p.
- Kendrick, James B. Jr., "From Plant Pathologist to Vice President for Agricultural and Natural Resources, University of California, 1947-1986," 1989, 392 p.
- Kingman, Harry L., "Citizenship in a Democracy," Stiles Hall, University YMCA, 1973, 292 p.

- Kragen, Adrian A., (in process). Professor Emeritus of Law, Boalt Hall and Hastings College of the Law.
- Kroeber-Quinn, Theodora, "Timeless Woman, Writer and Interpreter of the California Indian World," 1982, 453 p.
- Landreth, Catherine, "The Nursery School of the Institute of Child Welfare of the University of California, Berkeley," 1983, 51 p.
- Langelier, Wilfred F., "Teaching, Research, and Consultation in Water Purification and Sewage Treatment, University of California at Berkeley, 1916-1955," 1982, 81 p.
- Lehman, Benjamin H., "Recollections and Reminiscences of Life in the Bay Area from 1920 Onward," 1969, 367 p.
- Lenzen, Victor F., "Physics and Philosophy," 1965, 206 p.
- Lessing, Ferdinand D., "Early Years," Professor of Oriental Languages. 1963, 70 p.
- McGauhey, Percy H., "The Sanitary Engineering Research Laboratory: Administration, Research, and Consultation, 1950-1972," 1974, 259 p.
- McCaskill, June (in process). Curator of UC Davis Herbarium.
- McLaughlin, Donald, "Careers in Mining Geology and Management, University Governance and Teaching," 1975, 318 p.
- Merritt, Ralph P., "After Me Cometh a Builder, the Recollections of Ralph Palmer Merritt," 1962, 137 p.
- Metcalf, Woodbridge, "Extension Forester, 1926-1956," 1969, 138 p.
- Meyer, Karl F., "Medical Research and Public Health," 1976, 439 p.
- Miles, Josephine, "Poetry, Teaching, and Scholarship," 1980, 344 p.
- Mitchell, Lucy Sprague, "Pioneering in Education," 1962, 174 p.
- Neuhaus, Eugen, "Reminiscences: Bay Area Art and the University of California Art Department," 1961, 48 p.
- Newman, Frank, (in process). Professor Emeritus of Law, Boalt Hall.
- Neylan, John Francis, "Politics, Law, and the University of California," 1962, 319 p.
- O'Brien, Morrrough P., "Dean of the College of Engineering, Pioneer in Coastal Engineering, and Consultant to General Electric," 1989, 313 p.



- Ogg, Robert Danforth, "Business and Pleasure: Electronics, Anchors, and The University of California," 1989, 157 p.
- Olmo, Harold P., "Plant Genetics and New Grape Varieties," 1976, 183 p.
- Olney, Mary McLean, "Oakland, Berkeley, and the University of California, 1880-1895," 1963, 173 p.
- Ough, Cornelius, (in process). Professor of Viticulture and Enology, UC Davis.
- Pepper, Stephen C., "Art and Philosophy at the University of California, 1919-1962," 1963, 471 p.
- Porter, Robert Langley, "Physician, Teacher, and Guardian of the Public Health," 1960, 102 p.
- Revelle, Roger, "Oceanography, Population Resources and the World," 1966.
- Richardson, Leon J., "Berkeley Culture, University of California Highlights, and University Extension, 1892-1960," 1962, 248 p.
- Robb, Agnes Roddy, "Robert Gordon Sproul and the University of California," 1976, 134 p.
- Roszbach, Charles Edwin, "Artist, Mentor, Professor, Writer," 1987, 157 p.
- Schnier, Jacques, "A Sculptor's Odyssey," 1987, 304 p.
- Selvin, Herman F., "The University of California and California Law and Lawyers, 1920-1978," 1979, 217 p.
- Shields, Peter J., "Reminiscences of the °Father of the Davis Campus.'" 1954, 107 p.
- Shurtleff, Roy L., "The University's Class of 1912, Investment Banking, and the Shurtleff Family History," 1982, 69 p.
- Sproul, Ida Wittschen, "The President's Wife," 1981, 347 p.
- Stevens, Frank C., "Forty Years in the Office of the President, University of California, 1905-1945," 1959, 175 p.
- Stewart, George R., "A Little of Myself." Author and UC Professor of English, 1972, 319 p.
- Stewart, Jessie Harris, "Memories of Girlhood and the University," 1978, 70 p.

- Stripp, Fred, Jr., (in process). Coach of UC's Debate Team, Lecturer in Rhetoric, and Minister.
- Strong, Edward W., (in process). former Chancellor and Professor Emeritus of Philosophy, Berkeley campus.
- Struve, Gleb (in process). Professor of Slavic Language and Literature.
- Taylor, Paul Schuster  
 Volume I: "Education, Field Research, and Family," 1973, 342 p.  
 Volume II and Volume III: "California Water and Agricultural Labor," 1975, 519 p.
- Thygeson, Phillip, "External Eye Disease and the Protor Foundation," 1988, 321 p.
- Towle, Katherine A., "Administration and Leadership," 1970, 369 p.
- Underhill, Robert M., "University of California: Lands, Finances, and Investments," 1968, 446 p.
- Vaux, Henry J., "Forestry in the Public Interest: Education, Economics, State Policy, 1933-1983," 1987, 337+ p.
- Waring, Henry C., "Henry C. Waring on University Extension," 1960, 130 p.
- Wellman, Harry, "Teaching, Research, and Administration, University of California, 1925-1968," 1976, 259 p.
- Wessels, Glenn A., "Education of an Artist," 1967, 326 p.
- Westphal, Katherine, "Artist and Professor," 1988, 190 p.
- Williams, Arleigh, "Dean of Students Arleigh Williams: The Free Speech Movement And The Six Years' War, 1964-1970," 1990, 329 p.
- Wilson, Garff B., "The Invisible Man, or, Public Ceremonies Chairman at Berkeley for Thirty-Five Years," 1981, 442 p.
- Winkler, Albert J., "Viticultural Research at UC Davis, 1921-1971," 1973, 144 p.
- Witter, Jean C., "The University, the Community, and the Lifeblood of Business," 1968, 109 p.
- Woods, Baldwin M., "University of California Extension," 1957, 102 p.
- Woolman, Marjorie J. (in process). Secretary Emeritus of the Regents, University of California.
- Wurster, William Wilson, "College of Environmental Design, University of California, Campus Planning, and Architectural Practice," 1964, 339 p.

## Multi-Interviewee Projects

- "Blake Estate Oral History Project," 1988, 582 p. Architects, landscape architects, gardeners, presidents of UC document the history of the UC presidential residence. Includes interviews with Mai Arbegast, Igor Blake, Ron and Myra Brocchini, Toichi Domoto, Eliot Evans, Tony Hail, Linda Haymaker, Charles Hitch, Flo Holmes, Clark and Kay Kerr, Gerry Scott, George and Helena Thacher, Walter Vodden, and Norma Willer.
- "Centennial History Project, 1954-1960," 329 p. Includes interviews with George P. Adams, Anson Stiles Blake, Walter C. Blasdale, Joel H. Hildebrand, Samuel J. Holmes, Alfred L. Kroeber, Ivan M. Linforth, George D. Louderback, Agnes Fay Morgan, and William Popper.
- "Thomas D. Church, Landscape Architect," Two volumes, 1978, 803 p.  
 Volume I: Includes interviews with Theodore Bernardi, Lucy Butler, June Meehan Campbell, Louis De Monte, Walter Doty, Donn Emmons, Floyd Gerow, Harriet Henderson, Joseph Howland, Ruth Jaffe, Burton Litton, Germano Milano, Miriam Pierce, George Rockrise, Robert Royston, Geraldine Knight Scott, Roger Sturtevant, Francis Violich, and Harold Watkin.  
 Volume II: Includes interviews with Maggie Baylis, Elizabeth Roberts Church, Robert Glasner, Grace Hall, Lawrence Halprin, Proctor Mellquist, Everitt Miller, Harry Sanders, Lou Schenone, Jack Stafford, Goodwin Steinberg, and Jack Wagstaff.
- "Dental History Project, University of California, San Francisco," 1969, 1114 p.  
 A second series of this project is in process, UCSF. Includes interviews with Dickson Bell, Reuben L. Blake, Willard C. Fleming, George A. Hughes, Leland D. Jones, George F. McGee, C.E. Rutledge, William B. Ryder, Jr., Herbert J. Samuels, Joseph Sciutto, William S. Smith, Harvey Stallard, George E. Steninger, and Abraham W. Ward.
- Disabled Students' Residence Program, "Arleigh Williams and Betty H. Neely: University Administrators Recall Origin of Physically Disabled Students' Residence Program," 1987, 41 p.
- "Julia Morgan Architectural History Project," Two volumes, 1976, 621 p.  
 Volume I: "The Work of Walter Steilberg and Julia Morgan, and the Department of Architecture, UCB, 1904-1954." Includes interviews with Walter T. Steilberg, Robert Ratcliff, Evelyn Paine Ratcliff, Norman L. Jensen, John E. Wagstaff, George C. Hodges, Edward B. Hussey, and Warren Charles Perry.

Volume II: "Julia Morgan, Her Office, and a House"

Includes interviews with Mary Grace Barron, Kirk O. Rowlands, Norma Willer, Quintilla Williams, Catherine Freeman Nimitz, Polly Lawrence McNaught, Hettie Belle Marcus, Bjarne Dahl, Bjarne Dahl, Jr., Morgan North, Dorothy Wormser Coblentz, and Flora d'Ille North.

"The Prytaneans: An Oral History of the Prytanean Society and its Members,"

Volume I: "1901-1920," 1970, 307 p.

Volume II: "1921-1930," 1977, 313 p.

Volume III: (in process)

"Robert Gordon Sproul Oral History Project," Two volumes, 1986, 904 p.

Includes interviews with Horace Albright, Stuart LeRoy Anderson, Katherine Bradley, Dyke Brown, Natalie Cohen, Paul A. Dodd, May Dornin, Richard E. Erickson, Walter S. Frederick, David P. Gardner, Vernon Goodin, Marion Sproul Goodin, Louis Heilbron, Clark Kerr, Adrian Kragen, Robert S. Johnson, Mary Blumer Lawrence, Donald McLaughlin, Dean McHenry, Stanley E. McCaffrey, Kendric and Marion Morrish, William Penn Mott, Jr., Herman Phleger, John B. deC. M. Saunders, Carl Sharsmith, John Sproul, Robert Gordon Sproul, Jr., Wallace Sterling, Wakefield Taylor, Robert Underhill, Garff Wilson, and Pete L. Yzaquirre.

"The Women's Faculty Club of the University of California at Berkeley, 1919-1982," 1983, 312 p.

Includes interviews with Josephine Smith, Margaret Murdock, Agnes Robb, May Dornin, Josephine Miles, Gudveig Gordon-Britland, Elizabeth Scott, Marian Diamond, Mary Ann Johnson, Eleanor Van Horn, and Katherine Van Valer Williams.

GERMAINE LaBERGE

B.A. in History, 1970, Manhattanville College  
Purchase, New York

M.A. in Education, 1971, Marygrove College  
Detroit, Michigan

Member, State Bar of California since 1979

Elementary school teacher in Michigan and California

Experience in legal research and writing, drafting legal documents

Volunteer in drug education program and hunger programs,  
Oakland and Berkeley, California

Interviewer/Editor in the Regional Oral History Office in fields of  
law and University history since 1987.



















